THE EFFECTS OF AN EDUCATIONAL PLANNING UNIT ON EIGHTH-GRADE STUDENTS

By

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Abstract of Dissertation Presented to the Graduate School of the University of Florida in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

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This study investigated the effects of a 4-week educational planning unit on eighth-grade middle school students' knowledge of educational planning terminology, classroom behavior, motivation for schooling, performance-based academic self-concept, reference-based academic self-concept, sense of control over performance, and instructional mastery. Perceived benefits of the intervention were also measured by student evaluation of attitudes toward planning, job goals, and readiness for high school.

A randomized pre-posttest control group design was used with 500 eighth-grade students. Two middle schools were randomly selected from the five middle schools in Sarasota County, Florida. Ten teacher-advisors and their students at each school were randomly selected and assigned to the experimental and control groups.

Students in the experimental group participated in eight sessions lasting approximately 30 minutes each. The

sessions focused on job goals, planning, educational planning terminology, ninth-grade registration, and making a 4-year plan.

The study involved four criterion instruments: the Educational Planning Inventory of Knowledge (EPIK), the Myrick Classroom Behavior Checklist (MCBC), the School Attitude Measure (SAM), and the Student Evaluation. Analyses of covariance were used to determine whether there were significant differences among the groups.

No significant differences (.05 level) between experimental and control groups were found regarding behavior change, motivation for schooling, performance-based academic self-concept, reference-based academic self-concept, instructional mastery, or readiness for high school. Statistically significant differences were found for knowledge of educational planning terminology and sense of control over performance. Additionally, statistically significant differences were found regarding attitudes toward planning and job goals.

This investigation provided evidence that educational planning units can have some positive effects on eighth-grade middle school students and be a valuable component in preparing them for high school.

CHAPTER I
INTRODUCTION

In 1981 the College Board reported that the mean scores of the Scholastic Aptitude Test had been declining each year since 1962. It was noted that the declines had become more precipitous during the 1970s. In response to these declines, the American public focused its attention on schools.

The 1982 Gallup poll included a question surveying the perceived importance for the United States to develop the best educational system in the world. The response was highly favorable and was consistently found in subsequent annual Gallup Polls. With increasing concern about declining student achievement and the need for educational excellence, leading educators began offering suggestions (Adler, 1982; Boyer, 1983; Gardner, 1983; Goodlad, 1983). Both educators and politicians started to press for major changes in American educational institutions.

In response to the reports many states enacted legislation which impacted public and private schools. For example, Florida passed the Raising Achievement in Secondary Education (RAISE) bill in 1983 which mandated minimum graduation standards focusing on the basic curriculum areas. High school students graduating in 1987 must complete 24

credits, including 4 years of English, 3 years of mathematics, 3 years of science, 3 years of social studies, and evidence of computer literacy. For those students planning to continue their schooling in institutions of higher education, 2 years of foreign language are required.

Changes can also be seen at the college and university level. Institutions of higher education are facing the challenge to achieve academic excellence. Raising the entrance requirements and creating more rigorous programs have been two responses to this challenge. It has become imperative for students who want to attend a college or a university to carefully plan their high school curricula.

Even students who are not planning to attend college are faced with more academic requirements, as part of a response to the changing job market. The United States Bureau of Labor predicts that by 1995 nearly one-third of all jobs will be technical, scientific, managerial, or professional (Honig, 1985). Another 15 to 20% of all jobs will be upgraded (Honig, 1985). Nearly 50 to 60% of all new and replacement jobs will require the kind of education previously associated with the college bound (Honig, 1985). Therefore, both college-bound and non-college-bound students need to realize what is required for the future and to plan accordingly.

American schools are undergoing major changes affecting all students. As these changes are implemented, schools must look for better ways to prepare students. Helping

students to make educational plans is one important way to assist them.

Need for the Study

Students need accurate information in order to make better decisions in developing 4-year plans, selecting courses, and exploring careers. Students also need to have opportunities to talk about the information acquired and to ask questions. The information and opportunity for discussion is available on an individual basis in many junior high/middle schools and high schools. Some schools make an effort to provide this service throughout the school year through the school guidance counselor. However, in view of high student:counselor ratios, time is not available for every student to actively pursue contact with the school guidance counselor for individual assistance.

Typically, schools are limited to providing information through a one-day orientation/registration process that does not allow for individual differences. Most 4-year high schools register incoming freshmen during the spring of the year when students are in eighth grade. The process of registration is generally very brief, and most often inadequate. For instance, a high school counselor usually meets with the large group of eighth-grade students in their respective middle or junior high schools in order to provide basic information about required and elective high school

courses. College and non-college bound students are provided similar handouts and forms to complete with their parents' assistance. The registration process often is rushed and causes confusion for students and parents. Yet, important decisions are made with this kind of limited information and assistance.

As academic requirements increase and the need for educational planning increases, the need for a more systematic approach becomes imperative. In addition, there is a need for an approach that makes for the best use of time because taking time away from academic classes has not been supported (Myrick, 1985).

Planning for the future means more than selecting classes for the ninth grade. Students of the middle-school years are often reluctant to seek help in solving problems. Counseling staffs alone are not able to meet all the personal, social, career, and educational needs of all the students. Schools, at all levels, have students with problems or questions about self or planning for the future. Students need to be taught the skills of decision making and critical thinking for efficient educational planning (Tennant, 1981).

Learning how to plan is an apparent need for students in the eighth grade. The time for teaching these skills is prior to registration for the ninth grade. They need adequate information which involves the learning of the language of planning. Most students have no understanding

of concepts such as curriculum, required courses, electives, or credits. They need the opportunity to hear and use them. Students also need the opportunity to think about themselves and their future goals (Doda, 1976; Trump, 1977). These thoughts are closely related to their high school education and should determine its direction. In assisting students in the development of an educational plan, they will gain an awareness that their individual plan is tentative and can be changed.

As students develop a 4-year educational plan, they will learn that they do have choices and that they assume responsibility for the choices they make. By planning their education based upon their future goals, students can begin to better appreciate the purpose of school in preparing them for the future. School should hold more meaning and students should increase their efforts and achievements (Coor-Lewis, 1976).

In examining the professional journals in the fields of education and counseling, there is a scarcity of published articles addressing methods utilized to assist students in planning their high school education. There is also a need to increase students' knowledge of terminology, planning skills, and sense of responsibility in planning for the future in a systematic way. Therefore, there is a need for more research regarding comprehensive educational planning.

Purpose of the Study

The purpose of this study was to investigate the effectiveness of an educational planning unit with eighth-grade middle school students. More specifically, this study examined the differences between an experimental group, those receiving a guidance unit on educational planning, and a control group. The dependent variables of educational planning knowledge, classroom behavior, motivation for schooling, academic self-concept, sense of control over performance, and instructional mastery were used for comparison of the two groups.

The following research questions received attention:

1. What effect does an educational planning unit have on eighth-grade students' knowledge of educational planning terminology?

2. What effect does an educational planning unit have on eighth-grade students' classroom behavior?

3. What effect does an educational planning unit have on eighth-grade students' motivation for schooling?

4. What effect does an educational planning unit have on eighth-grade students' performance-based academic self-concept?

5. What effect does an educational planning unit have on eighth-grade students' reference-based academic self-concept?

6. What effect does an educational planning unit have on eighth-grade students' sense of control over performance?

7. What effect does an educational planning unit have on eighth-grade students' instructional mastery?

A secondary purpose of this study was to investigate perceived benefits of intervention objectives by examining students' attitudes toward planning, job goals, and readiness for high school; and by evaluation of intervention experience.

Definition of Terms

Academic Self-Concept (Performance Based)--Students' confidence in their academic abilities and their feelings about their school performance.

Academic Self-Concept (Reference Based)--How a student thinks other people (teacher, family, and friends) feel about the student's performance and ability to succeed academically.

Attitudes--A system of beliefs held by an individual about a subject.

Classroom Behavior--The conduct of a student in the classroom that enhances or interferes with the educational process.

Educational Planning Knowledge--Awareness and understanding of the terminology used in the educational planning unit.

Educational Planning Unit--An eight-session guidance experience designed to assist students in thinking about job goals and the value of planning, outlining their 4-year plan for high school, and registering for the ninth grade.

Motivation for Schooling--The effect of the students' reactions to past school experience on how hard they want to work, how highly they value school, and how much they want to pursue further schooling.

Students' Instructional Mastery--The school skills needed in order to organize school life and to succeed in school (use of school time effectively and efficiently, persistence in instructional tasks, focus of attention on instructional tasks, seek and use feedback, and evaluate own work).

Students' Sense of Control over Performance--The students' feelings about being able to exercise control over situations that affect them at school and to take responsibility for the outcome of relevant school events (grades, promotions).

Teacher-Advisor--A faculty member who will provide developmental guidance activities to an assigned group of students during the school year.

Organization of the Remainder of the Study

The remainder of this study is organized into four additional chapters and the appendices. Chapter II consists of a review of the related literature and an examination of

the rationale for the study. The research methodology, in Chapter III, includes the null hypotheses, sampling procedures, research design, experimental treatment, criteria instruments, procedures, analyses of data, and methodological limitations. The research findings and data analyses are presented in Chapter IV. A discussion of the results is in Chapter V.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter presents a review of the professional literature related to educational planning programs and their use with students in middle schools and junior high schools. Literature on excellence in education and the impact of educational excellence on schools is presented in the first section. The orientation process used as students move from one level of schooling to another is described in the second section. The value of educational planning is the focus of the third section. The information services utilized in schools are described in the fourth section. The history and development of the educational planning unit is described in the fifth section. Teacher-advisement programs are described in the sixth section. An overview of the advisement program model used in the public schools in Sarasota County, Florida, is included. The research available on student attitudes and learning is examined in the concluding section.

Academic Excellence

Terrence H. Bell, former United States Secretary of Education, created the National Commission on Excellence in

Education in August, 1981. The Commission was charged with the task of examining the quality of education in the United States and reporting the findings. During the following 18 months, attention was focused on a number of areas including the quality of teaching and learning, the similarities and differences between United States' schools and those of other nations, the relationship between student achievement in high school and the college admission requirements, the impact of social and educational changes on student achievement, and the identification of the current problems in education.

The results from the Commission's work were presented in a report entitled "A Nation at Risk" (Gardner, 1983). The report was so titled because other nations seemed to be overtaking America in commerce, industry, science, and technological innovations.

A major issue in the report focused on the "mediocrity" of the current educational system. Information used to support this concern included that (a) American students never ranked first or second on 19 international assessments of student achievement; (b) approximately 23 million American adults are functionally illiterate; (c) about 13% of American adults are functionally illiterate; (d) Scholastic Aptitude Test scores continued to decline from 1960 to 1980; and (e) the number of remedial math courses offered in 4-year public colleges increased by 72% between 1975 and 1980 (Gardner, 1983).

Of the five recommendations offered by the Commission (Gardner, 1983), three were particularly related to this study. In considering the academic content to which students are exposed, the Commission recommended that all students seeking a high school diploma be required to take 4 years of English, 3 years of math, 3 years of science, 3 years of social studies, and 1/2 year of computer literacy. The Commission also recommended the teaching of foreign language, and rigorous coursework in the fine and performing arts and in vocational education.

In considering the expectations and standards for students, the Commission recommended that high schools, colleges, and universities adopt higher expectations and more rigorous and measurable standards for both academic performance and student conduct. Regarding the issue of time devoted to learning, a significant increase in time was recommended. The method to accomplish this could be extension of the school day or the school year (Gardner, 1983).

The Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy also delivered its report (Graham, 1983). The recommendations on course content focused on language training and science and mathematics education. Again, more comprehensive approaches to the study of language, both English and a second language, were urged. Advanced training in science and math for secondary school students was recommended.

A third report was delivered by the Educational Equality Project of the College Board (Bailey, 1983). In this report, basic academic competencies were described in their publication entitled "Academic Preparation for College: What Students Need to Know and Be Able to Do."

In a separate report on secondary education, a summary of an empirical 2-year study was presented (Boyer, 1983). Four major goals resulted from the work of the teams that visited 15 high schools. These four goals establish the role of the high school. First, schools should help students develop the capacity to think and communicate through mastery of language. Second, high schools should provide a core curriculum by which students will learn about themselves, human heritage, and the interdependence in which they live. The core curriculum would be common for all students during two-thirds of the high school experience. Third, high schools should prepare students for work and further education through a program of electives that develop individual interests and aptitudes. And fourth, high schools should help students to fulfill social and civic obligations through school and community service. Aubrey (1984) cites this report as "in many ways most realistic and promising" (p. 208) in comparison to reports by Adler (1982), Gardner (1983), and Goodlad (1983).

An extensive study coordinated by Goodlad (1983) was very different from the many reform proposals. Increases in basic skills, science, and mathematics were viewed warily.

According to his report, the K-12 curriculum would better be improved by focusing attention on the research and development of curriculum.

The suggestion of incorporating a curriculum in grades K-12 that is identical for all was shared in yet another report (Adler, 1982). Even though this proposal has met with varied reactions (e.g., Aubrey, 1984; Riley, 1983), the impact is being felt in many school districts.

Legislation across the United States has responded to the push for higher standards. More states have been involved in the development of tougher graduation requirements (Pipho, 1983). Other data collected in 1983 showed that 14 states were then requiring kindergarten programs, while 36 states gave state aid but left kindergarten as an option for local districts. Forty-seven states had specified the number of days of instruction in a school year.

As a result of the many committees and reports emphasizing rigid academic standards for all students, changes in the educational systems across America have been occurring. The public had become increasingly aware of the reform report recommendations as noted on the 1984 Gallup poll (Gallup, 1984).

Attention must now turn to preparing students affected by the changes. Specifically, students getting ready to enter high school will need additional assistance in planning for their future.

Orientation Programs

As students move from elementary school to junior high/middle school, and from junior high/middle school to high school, a variety of orientation processes have been utilized across the United States. The review of professional literature points to this area as needing attention.

Only one article describing an orientation program for ninth graders moving to high school was found (Gehrke & Butler, 1985). Seven articles outlining orientation programs for elementary school students moving up to junior high/middle schools were found (Childress, 1982; Dougherty, 1978; Kavinsky & Kauffman, 1980; Martinke & Smerka, 1980; Russell, 1973; Shaff, 1976; Steltzer, 1979).

The authors of these articles noted that they responded to the concerns of students, staff, and parents, and created programs to better prepare students for the next level of schooling. The few journal articles published from 1970 through 1985 on this subject show support for more thorough treatment of the orientation process. The program descriptions follow.

Elementary

Russell (1973) emphasized the importance of orienting elementary school students to their next year's school situation. During several classroom guidance sessions, he

provided a brief explanation of the seventh-grade program including grouping procedures, schedules, activities, and after-school projects. Through his elementary guidance department, a booklet was prepared with a school map and information about the school and its program. These booklets were disseminated at the conclusion of the class guidance sessions. Then, one student from each of the feeder elementary schools spent a full day "shadowing" a host seventh grader at the junior high school. Follow-up meetings with students and parents were also included.

Middle/Junior High

In some cases, a junior high/middle school may have a large facility and receive students from a number of elementary schools. Shaff (1976) worked as a counselor in a middle school with a student population of over 2,100. Students from eight elementary schools moved to his middle school. In order to meet the need for an orientation program without an on-site visitation, a carefully planned slide-tape presentation was shown to students in the spring of the year, usually in May. As follow-up, the middle school hosted an evening "open house" in August prior to the start of school.

Dougherty (1978) pointed out that the orientation of sixth graders to junior high school is usually more accidental than planned. Most schools follow the traditional process of offering an open house in the fall.

In Dougherty's school, the orientation process began in January. His model had the students spending several hours at the junior high school early in the year. During their visit, they ate lunch in the school cafeteria in order to familiarize them with the cafeteria's operation. Students heard about junior high school course offerings while seated in a large group and then participated in small group tours hosted by student council members. An evening program was held for parents at the end of January. During project night in May, students and parents were invited to see a display of student work, take a second tour, and meet the teachers. Parents were also invited to eat lunch with the principal. The final activity was a fall open house for parents.

Another orientation program for a middle school was described by Steltzer (1979). The middle school principal and 2 fifth-grade students visited each fourth-grade class to share information and answer questions. Tours at the middle school followed, conducted by eighth graders, and an evening visit for parents was held. Elementary school students were invited to the middle school field day. Other activities included several more open house programs and the assignment of a big brother/big sister to each new student.

Martinke and Smerka (1980) described their multi-stepped orientation program to help incoming seventh graders. The guidance counselor visited the feeder

elementary schools and presented information to a large group. Students then participated in a full-day visitation at the junior high school. Evening meetings were established so that parents could attend one of the two offered, and a final evening meeting was planned for students and parents.

Kavinsky and Kauffman (1980) outlined the major goals for a model junior high school orientation program and created a program to accomplish those goals. They listed five goals: (a) to learn the physical plant, (b) to meet personnel, (c) to become acquainted with school regulations, (d) to alleviate student and parent fears, and (e) to describe curricular and extra-curricular programs. Meetings with the elementary principal and the parent-teacher association were held. These meetings were followed by a visit to the elementary school by the junior high school principal, counselor, and several students. At this time, information was shared in a large group session. Elementary school students then participated in a junior high school visitation. An evening program, a pre-fall program, and a first-week orientation program were set for parents and students. Data were collected from parents and students. One hundred percent felt that the orientation process was valuable and 96% felt entirely comfortable facing the new experience.

Another middle school orientation program was described by Childress (1982). In her article, two feeder elementary

schools attended an orientation program on the same day. Presentations by the administration and guidance director were followed by a short play. The play covered the school day, lockers, physical education, materials for class, and class work. Sixth-grade students performed in the play. A question and answer period followed the program and students ended their visit with a tour of the school building.

High School

Ninth-grade students in Seattle, Washington, participated in a 3-day orientation program in preparation for high school. On day one, students took academic skills' tests and completed a questionnaire designed to provide data for advisement, analysis of school programs, and research. The first day culminated with a slide-tape presentation of the high school. On the second day, students were taken to the high school for a tour. Students also attended large group sessions during which information on goal-setting and graduation requirements was shared. On the third day, students were prepared specifically for their enrollment in sophomore classes (Gehrke & Butler, 1985).

This appears to be the typical program currently used with eighth- and ninth-grade students in many schools. There are, of course, some variations.

In providing orientation programs, most schools offer information about rules and procedures. Information about course selection and educational planning is usually brief

and focuses primarily on the next school year. Orientation programs that include long-range educational planning are lacking.

It would be of greater help to students if the orientation process included more than large group presentation of rules and course offerings for the next school year. Students need to develop long-range goals and plan their educational program accordingly. Additionally, an approach that allows for individual differences is needed. Resource people able to provide accurate information should be accessible to students for more than a few selected days.

The Value of Educational Planning

Irvine (1972) addressed the question of specifications for an educational system of the future. He stressed that rather than making predictions about what the system would be, energy should be directed toward specifying what an educational system should be able to do. One of his recommendations focused on the system progressively involving the student in making educational decisions. Only in this way can learning be ultimately controlled by the student. The student must have, in addition to learning skills, the ability to plan and decide on learning needs. Each student must be helped in the decision-making process. Irvine stated that the most obvious starting point was with the student making decisions about educational plans.

In 1968, the Columbus (Ohio) Public Schools prepared a document on student counseling services (Guide, 1968). The authors then were stressing the importance of properly counseling students to plan their education before entering high school. They believed that adequate attention to educational planning was basic. Included in this report was the time line that had students planning for college in junior high school. Information was to be provided early in junior high school and be a continuous process through high school.

For students in the middle years, a primary educational need is exploration and self-assessment. Most pre-adolescents and early adolescents have attained a sufficient degree of career maturation to make some tentative decisions about their future. This would support their making curriculum decisions regarding their programs in the senior high school (Evans, Hoyt, & Magnum, 1973).

Many students have difficulty relating their education to their lives and to their future work role (Smith, 1983). Six important developmental tasks have been suggested as necessary in order to meet the responsibility due students in pre-adolescence. The need to explore interests and capacities, and their relationship to future education, work, and leisure, was one of the six identified. Experiences and opportunities for learning to make decisions and accepting responsibility was another (Smith, 1983).

Sobol (1971) saw the widespread feeling among young people and adults that a broad gap existed between school and life as a critical issue. His district began to develop programs designed to bring the life and work of the community more into the school and to extend the life and work of the school into the community.

The need for schools to provide students with opportunities to see connections between what they learn and how they live remains critical. Students must move beyond the narrow disciplines to see those connections (Boyer, 1985).

Schools have to convince students that they are capable of learning and that learning is a useful and satisfying skill that will serve them throughout their lives. By starting early and putting students in charge of their own learning, wiser choices can be made from among the many options that will continue to confront them (Cross, 1984). To assist students and the schools, the implementation of educational planning services is one alternative.

Lack of motivation, poor study skills, misunderstanding of college requirements, and late decisions to attend college have been identified as contributing factors to students being ill-prepared academically. The Commission on articulation between secondary education and Ohio colleges recognized the teacher's role in preparing students for college (Advisory, 1981). The Commission recommended that academic requirements be clearly communicated to educators

at all levels, starting in junior high school (seventh grade). The Commission also included that academic requirements should be clearly explained to parents, students, and the general public. Additionally, a written policy should be established regarding procedures for obtaining information and establishing meeting dates. This policy should be disseminated to students in grades 7-12 and their parents.

A total educational planning service is a vital component of an organized school program if students are to possess the knowledge needed to think through important personal issues. Students are faced with making decisions on and planning for the extent of their education, their choice of an occupation, and the maintenance of their individuality. Planned behavior is mature behavior and is based on accurate information.

Information Services

Several types of information services have been utilized in the schools. All of these programs provide assistance to students in making total educational plans.

Computer-Based Programs

By 1980 approximately 25 computer-based career guidance systems had been developed. For college students, System of Interactive Guidance and Information (SIGI) provided

students with a direct inquiry system (Katz, 1974). Progressing through five subsystems (values, locates, compares, prediction, and planning), the student makes tentative career decisions. SIGI was viewed as helpful in career decision making, but students in one study noted a preference for working with a counselor during the use of SIGI (Sampson & Stripling, 1979).

DISCOVER (Rayman & Bowlsley, 1977), another interactive computer guidance system, was designed for use with students in grades 7-12. Students move through five components: self-exploration, systematic occupational exploration, teaching and low risk practices of decision making, relating self-information to occupational alternatives, and implementing career choice.

Field testing of DISCOVER showed its usefulness in relating information about self to occupations. Students reported that the program provided a lot of information and that they enjoyed using it (Rayman, Bryson, & Bowlsley, 1978).

In the state of Florida, CHOICES, a state-funded career guidance system, is used in over 100 high schools. A junior high/middle school version is in a number of schools throughout the state. Additionally, Guidance Information Services (GIS), developed by Time Share, is a highly utilized career and college information computer system (Shertzer & Stone, 1981).

Unfortunately, time to complete many of the programs is lengthy. The cost to the school center or school district is another factor that often prohibits widespread use.

Simulation Techniques

The Life Career Game was developed by Sarane Boocock at Johns Hopkins University (Shertzer & Stone, 1981). Each game round is used to depict a year in the life of a person. Game participants score points in four major areas: education, occupation, family life, and leisure. The original college game has been adapted for use at the junior high school and senior high school levels.

Making of Life Decisions was developed to assist students in middle school to learn a decision-making model (Johnson & Myrick, 1972). Each student makes individual decisions as they plan up to four years of a person's life. Data collected from student surveys showed an increase in student knowledge of educational and occupational information.

As with the computer guidance systems, time for simulation activities is again a factor. Time when students are seen by the counselor for small group counseling and the time allotted for teacher advisement programs would seem to be the most appropriate opportunity for using such activities.

Testing

Ability and achievement testing are routinely administered at certain grade levels in most schools across the United States. Specialized aptitude tests, personality tests, and interest inventories are used on a need basis. Districts define their testing needs, research the availability of testing programs, and select protocols to meet their needs. Testing programs therefore vary greatly from district to district (Shertzer & Stone, 1981).

The Educational Planning Unit

A Guidance Unit for Educational Planning (Myrick, 1984) was developed by Dr. Robert Myrick of the University of Florida. The guidance unit was viewed as a method of assisting counselors in effective and efficient management of their time with students. The ratio of students to counselors has remained too high in most schools and counselors have been limited in providing the individual attention needed by students.

The educational planning unit was also developed to answer the need for students to become more aware of changing graduation requirements and higher expectations. Students, parents, teachers, and counselors have been concerned about the lack of a meaningful approach to planning for high school. Students needed to become more

involved in assuming responsibility for their high school education.

Orange County Schools, Orlando, Florida, played a vital role in the development and testing of the unit. Guidance administrators and junior high counselors voiced an interest in having a guidance unit which would help eighth-grade students develop a 4-year educational plan. Suggestions were given through interviews and many of the ideas were incorporated into the unit (Myrick, 1984).

The Orange County personnel suggested that the unit be limited to four sessions, with one supplementary session as follow-up. This recommendation was based upon the assumption that the unit would most likely be presented to students through academic classes and that time would therefore be limited (Myrick, 1984).

Senior and junior high school counselors in Killen, Texas; LaPorte, Indiana; and Alachua County, Florida; provided additional input. These counselors agreed that students needed a 4-year plan. Working under the pressure of scheduling students in a short period of time, frustration over not being able to provide guidance experiences that would help students plan their education was evident. All concurred that an educational planning unit was valuable and supported its development (Myrick, 1984).

The purpose of the guidance unit was to help eighth-grade students develop their high school educational plans

and class schedules for the ninth grade. Their plans were to be related to their career goals and intentions upon graduation from high school. In addition, students would become more aware of the changing world of work, the need to take responsibility for planning and decision making, and the availability of school guidance services. The unit consisted of four 45-50 minute sessions. Sessions one and two helped students think about job goals and the value of planning. Students were encouraged to take responsibility for their education and to draw upon their families, friends, and school personnel for assistance. In session three students developed their 4-year plans for grades 9-12. They used their plans in session four to make class selections for the ninth grade and to complete registration (Myrick, 1984).

All of the four sessions were organized in a similar manner. Each session had an introduction, three activities, closure, and an assignment. Students were organized into small groups or teams of about 5-7 members each. The teams were positioned around the room in semi-circles.

During the introduction, students were introduced to the purpose of the session. During activity one, information was presented and discussed with the total class in semi-circled teams. During activity two, students closed their groups and participated in go-around tasks, sharing ideas. In activity three, students again reformed team semi-circles and class discussion was continued. Closure

allowed students to ask questions and make comments. Summary statements and assignments were made (Myrick, 1984).

In the spring of 1984, A Guidance Unit for Educational Planning was implemented by several school counselors in the Orange County school district. Not all were able to participate in a study of the unit, but many counselors tried some of the activities and offered suggestions.

Some counselors presented the sessions as designed. They were also able to collect student data to assess the effectiveness of the unit. Students at Liberty Junior High and Lockhart Junior High in Orange County indicated that they had benefited from the unit. They also highly recommended the unit for other students their age. Counselors were enthusiastic and recommended use of the unit to their colleagues (Myrick, 1984).

Of the 450 students surveyed at Liberty and Lockhart Junior High Schools in Orange County, 84-92% of the students in participating classes believed the unit to be helpful to them. Seventy-six percent reported that they had spoken with their parents about their educational plans. Thirty to 40% of the students reported that they were still not sure about some of the terms used in planning their education (Myrick, 1984).

When asked about what they liked best, their responses included "learning about credits and requirements in high school," "learning about each other through small group

discussions," "making decisions," "the number grid activity," "the game about changes," "making plans for my future," "talking about electives," "it made me realize that I have to be more responsible," and "the help teacher/counselor gave me."

When asked about what they liked least, their responses included "nothing," "it was not explained clearly enough," "not long enough," "too much writing," "finding out how hard it is to graduate," "not enough time to discuss plans with others," "too confusing," "counselor used big words," "more activities needed," and "not enough electives for ninth grade."

When asked what changes they would suggest, most centered upon making the electives and requirements easier to understand and the 4-year plan easier to complete. Counselors supported the students' suggestions due to a lack of information about academic requirements and the length of the school day (Myrick, 1984).

Data were collected from the school counselors during a counselor meeting on April 17, 1985 (Myrick, 1985). The unit had been used in 15 of the 19 junior high schools represented at that meeting. In summary, 9 out of 10 eighth-grade students received the unit and in most schools almost all students participated. In general, 8 out of 10 students who experienced the unit appeared to benefit from it. An average of 6 out of 10 students would recommend the unit for other eighth-grade students. This was considered

to be a conservative estimate considering that no pre-posttesting was done to support this estimate.

In considering what percent of the faculty in each school was supportive of the counselors' efforts in implementing the unit, it was noted that the counselors did not attempt to involve the eighth-grade faculty. This resulted in the counselors feeling overwhelmed at assuming total responsibility for delivering the unit to so many students (Myrick, 1985).

While some schools were more successful than others, no less than 9 out of 10 students in the county completed a 4-year plan, and no less than 8 out of 10 students had a finished plan on file. Absences during the unit and the lack of access to students following the unit contributed to these results (Myrick, 1985).

Ten of the 15 schools reported sending home to parents a letter describing the unit. Three schools sent no letter and the other two sent letters but the content was different. Eleven of the 15 schools indicated that parental response increased as a consequence of the unit. In the other four it remained about the same (Myrick, 1985).

Counselors were asked for feedback on what they liked best about the unit. Their responses included "reaching all of the students rather than reaching only a few in depth," "students were more knowledgeable about high school curriculum and terms; it made registration easier," "students did a better job of educational planning," "helps

students to know themselves better and to think more about the future; it made the future real to them as it is difficult for eighth-grade students to think four years ahead," "the first activity on change got their attention," and "the planning ahead game (number grid) was most interesting and fun."

Counselors also indicated what they liked least about the unit. Their responses included "too long," "took away from classroom teacher's time," "time consuming--because I (one person) did it all by myself with 450 students; I spent 5 out of 6 periods a day in classrooms and lost time in doing other work," and "not enough time for students to answer questions and do all the exercises" (Myrick, 1985).

It was apparent that traditional grade level assignments were maintained during implementation of the unit. In addition, it appears that the general attitude was to ask permission to use the classes rather than involve the teachers. This resulted in a heavy burden being placed on a single counselor.

Although the data collected supported the effectiveness of the educational planning unit implemented with eighth-grade students, a more efficient delivery system is needed. One delivery system that would relieve the counselor from total responsibility and increase the involvement of teachers in a practical fashion would be to implement the unit in a teacher-advisement program.

Teacher-Advisement Programs

There is a strong need for a special kind of teacher-student relationship due to the uniqueness of the transescent. The transescent is a person who is passing from childhood to early adolescence (Hass, 1980), moving from dependency towards independence. Most students of middle school age are beyond the need for the self-contained classroom and the exclusive connection with a single adult that is offered at the elementary school level. Yet, they are not quite ready to be completely on their own with less guidance and supervision as in a large high school (Toepfer, 1981).

In an attempt to reorganize middle grades education around the specific needs of transescents, the advisor-advisee program was developed as part of the middle school concept. Advisor-advisee programs are considered to be a fundamental component of an effective, responsive middle school (Toepfer, 1981).

The advisor-advisee program offers what the homeroom originally set out to provide over 90 years ago. The homeroom concept dates back to the Richmond, Indiana, Garfield School for seventh and eighth grades in the 1880s. Teachers met with groups of 20 to 25 students on a daily basis for approximately a half-hour. The purpose of homeroom activities was to meet the need for students to relate to teachers in a non-instructional setting for advisement and discussion of their school and personal

problems (Toepfer, 1981). Ninety years, however, saw the purpose of the homeroom period shift to a time for accomplishing administrative duties and responsibilities.

One of the major reasons for establishing middle schools was to avoid the depersonalization found so often in typical secondary schools (Tennant, 1981). Students of middle school age are often reluctant to seek help in solving a problem. Additionally, the counseling staff is not able to meet all the needs of all the students.

An advisory program is an affective education program which focuses on the social, emotional, academic, and physical development of students in the middle school. It is based on several assumptions.

Early adolescence (i.e., ages 10-14) is a period of marked growth and change. It is characterized by rapid body growth, puberty, the slowdown of brain growth, a search for autonomy, a search for identity, a search for values, emotional flux, tremendous change in self-concept, sex-role identification, and a need for peer approval (Borland & Klingele, 1973; Chamberlin & Girona, 1976; Epstein & Toepfer, 1978; Havighurst, 1972; Warwick, 1972). It is believed that students experiencing these critical changes need adult assistance in order to successfully negotiate the developmental hurdles they encounter. The advisory program is intended to provide regular and continuous adult guidance within the school (Jenkins, 1977).

The middle school ought to be a unique and transitional school program, bridging the gap between the elementary school and the high school (Alexander, 1971; Doda, 1976; George, 1979; Hass, 1980; Toepfer, 1981). Students entering the middle school have usually come from the secure, one-to-one relationship of the self-contained classroom. When they leave the middle school, they often find themselves having to seek out support. Middle school students need the best of both the elementary school and the high school. They need steady adult guidance with more freedom and independence than provided at the elementary level. The advisory program helps to provide this transition by insuring that every student has an advisor, an adult who knows the student better and cares more about the student than anyone else in the school (Alexander & George, 1981). The advisory program encourages personal growth towards independence and the personal competence needed at the high school level.

All schools should play an active role in educating happy, self-actualized, fully functioning citizens (Doda, 1976). The advisory program is designed to facilitate this development. The broad goals of advisory groups include helping middle school students to develop their maximum social, emotional, academic, and physical potential; fostering a positive school environment for students and staff; and enhancing communication among students, peers, home, and school (Hass, 1980).

The advisory program helps make the middle school a better place for students to grow and learn. Students can get questions answered; students can depend on receiving help and information. Students are taught the skills for decision making and critical thinking so necessary for efficient educational planning. Students have a place to discuss personal and social problems. Increased communication between home and school is noticeable (Tennant, 1981).

The teacher in the advisor role must be a guidance person first and a subject matter specialist second. Teachers must realize that middle school students face a variety of problems and understand that students of the same chronological age are at different levels of maturity. This will necessitate the skills of determining maturity and accepting diversity. The teacher-advisor should be familiar with the relationship between self-concept and success in school learning. Teachers should also be aware that while students learn academic knowledge and skills, they are also learning attitudes, beliefs, and values (Student, 1982).

Guidance is everyone's responsibility. The need for increased adult involvement in the lives of young people is greater than ever before. Aiken (1978) addresses the skills needed by teacher-advisors in working with groups. This supports Warwick's (1972) conclusion that teacher-advisors must be knowledgeable in group techniques. The establishment of a special relationship is the purpose of

advisory programs, and this is usually characterized by openness, concern, and caring.

Each teacher-advisor is responsible for, and should provide assistance in, the social and emotional education/maturation of assigned advisees. The teacher is a school advocate and guide for each advisee (Alexander & George, 1981).

Keefe (1975) examined the role of the teacher-advisor and the resulting change of role of the counselor. He saw the counselor responding to students needing help beyond the resources of the teacher-advisor. The counselor is also a primary resource to the teacher-advisors. Keefe stated that it is inappropriate for the professional aspects of counseling duties to be performed by teacher-advisors who have minimal training in guidance.

Pilkington and Jarmin (1977) differentiated between the teacher-advisor and the teacher-counselor. Both are humanizing and productive student assistance programs, but the teacher-counselor program requires extensive inservice activities if the teachers are to develop their helping skills.

The primary role of the counselor in an advisor-advisee program is to assist in the training of teacher-advisors. In this way, the counselor is reaching all students indirectly. This allows the counselor the time to see those students needing special help. Without advisor-advisee programs, the schools are not getting their money's worth

from counselors' services. Trump (1977) firmly stated that counselors are indispensable if a school really believes in the development of each student to the maximum possible. With counselors training teacher-advisors, aiding the teacher-advisors, and assisting students with special needs, the goals of student development are more realistic (Doda, 1976).

Venado Middle School in Irvine, California, has been evaluated by both the state and district review teams. They consistently rated the Venado Middle School advisor-advisee program as exemplary (Tennant, 1981). Evaluation noted a decrease in discipline problems.

Research completed at two middle schools in North Carolina indicated that there is a persistent relationship between self-concept as a learner and student disruption. Although conclusions as to causes and effects must remain unformed, it remains clear that teachers need to be concerned with how students feel about themselves as learners (Coor-Lewis, 1976).

The Ferguson-Florissant advisement program emphasizes positive change in students' attitudes toward themselves and school. The program originated in 1971 as a cooperative effort between Ferguson-Florissant School District, Missouri, and I/D/E/A of the Kettering Foundation. In 1973 the district applied for Title IV-C funds to expand and revise the program.

The need for advisement was supported by the establishment of new Missouri graduation requirements in 1973. It was also supported by the Missouri needs survey, administered in 1973 to several school districts by the Missouri State Department of Education. Results of the needs survey (Johnson & Salmon, 1979) showed that 47.5% of the students had not spoken with a counselor regarding future educational and vocational plans, 52% of the students felt that the schools had not provided opportunities for parents to discuss their child's educational plans, and 41% of the students felt that they did not know one teacher well enough to talk to if they had a problem. Ferguson-Florissant School District carefully examined how to reach more students with the kinds of help they needed. The advisory program was their answer (Johnson & Salmon, 1979).

In 1977, the Ferguson-Florissant advisement program was validated. Evaluation process showed significant changes in students' self-concepts as measured by the Tennessee Self-Concept Scale. Students also rated their school advisory program as having a significantly higher level of helpfulness than students in other kinds of guidance programs (Johnson & Salmon, 1979).

The Hazlet Township Public School District in New Jersey used teacher-advisors in a ninth-grade guidance program (Dudley & McDermott, 1977). The project planned to provide adequate guidance services to all ninth-grade students upon entry into secondary schools, and throughout

their first year, to assist ninth graders with their adjustments. The teacher-advisors encouraged students to develop good study habits, attend regularly, and to participate in the life of the school through their extracurricular activities' program. Teachers participated in extensive inservice.

A 3-year evaluation of three different freshmen classes showed a decrease in the failure rate of ninth graders by 20%, a reduction in absenteeism by 5%, and an increase in participation in co-curricular activities by 20%. Additionally, it was noted that there was an increase in the number of student conferences from one per year to three or more per year, and an increase of individual counseling for course scheduling to 100% (Dudley & McDermott, 1977).

In the 1982-83 school year, Sarasota County School System, Florida, implemented the middle school model. The advisor-advisee program was considered to be an integral part of the middle school model. To avoid overwhelming the middle school teachers, it was decided to postpone the implementation of the advisor-advisee program by one year. During February-April, 1983, a committee was formed and charged with the task of developing a handbook for the advisor-advisee program. The program was named PRIME TIME.

In June, 1983, a 3-day skills building workshop for ten 2-person teams from Sarasota County's five middle schools was conducted. Retrospective evaluation showed that participants perceived a significantly positive increase in

skills and understanding of concepts (Myrick, Highland, & Highland, 1986).

In August, 1983, a 2-day workshop was offered for all staff from Sarasota County's five middle schools and 238 teachers attended. Once again, participants indicated a significantly positive increase in skills and understanding of concepts (PRIME, 1984).

Advisor evaluation and student evaluation of PRIME TIME was conducted at the end of the 1983-84 and the 1984-85 school years. All advisors were asked to complete and return the advisor survey. The return rate for each year averaged 84.4%. A sample of students was asked to complete and return the student survey. The return rate for each year averaged 20% (PRIME, 1984; PRIME, 1985).

Based on the data collected, implementation of the PRIME TIME advisement program was considered successful. Areas needing attention were identified and an advisory committee was established to address those concerns. On May 1, 1985, the advisory committee met and made recommendations.

Suggestion #8 addressed the need for activities to be specific to the needs of the grade level. The committee recommended more sequencing, making activities more specific to the age, and strongly urged the creation of activities to assist students in getting ready for high school (PRIME, 1985).

A representative group was selected from the advisory committee to work on these recommendations over the summer.

This group restructured the handbook of activities. Additionally, new units were added at each grade level (PRIME, 1985).

In grade six, students will now participate in a unit on test taking and a unit on careers. The career unit will focus on the career clusters. In grade seven, students will again be involved in a unit on test taking and a unit on careers. The career unit will focus on the exploration of specific careers. And in grade eight, students will participate in a unit on employability skills and a unit on educational planning. The educational planning unit will be the adapted version described in this research project.

Improving Student Attitudes and Learning

During the 1960s, there was an increase in evidence that learning depends on not only good teaching, but also the student's values and self-evaluations (Brodie, 1964; Neale, Gill, & Tisner, 1970; Williams, 1970). A number of investigations of the relationship between children's school related attitudes and their academic achievement have been conducted. In some cases, the findings have been inconsistent and inconclusive. This has been the result of using inappropriate statistical techniques and inadequate experimental design.

Saxe (1971) collected statements from elementary school students responding to the question "What's a school for?" "Learning" was the most consistently listed answer. He

noted that perceptions are an important part of education and, too frequently, a neglected source of data.

In one study of the attitudes of junior high school students, portions of the study hold significance for the future planning of the school curriculum. Students viewed school as a place to gain the knowledge and expertise needed to achieve life goals. Students also indicated that school was often a boring place. Student involvement in the planning and implementation of instruction was a recommendation (Lasseigne, 1974).

In another study of the affective factors that motivated students in the middle grades, "getting good grades" and "having friends" were ranked the highest on a list of positive happenings. On the list of negative happenings, "failing a grade," and "being suspended" were ranked the highest (Smith & Woody, 1981).

Garawski (1982) established an advisement program in his middle school to better meet the academic and personal/social needs of students. He created an activity handbook for teachers to assist students in developing and sustaining a positive self-concept, developing positive study skills, and developing responsibility for and alternatives to problem situations. Garawski believed that the development of a positive self-concept resulted in enhancing learning.

Advisement programs afford the smaller group contact with a teacher. Ayrault and Crosetto (1982) viewed small group situations where students can really be known by

adults as positive and an enhancer of self-esteem. They were writing in support of private schools because of the smaller numbers of students and more personalized contacts.

In one study of the relationship between self-esteem and values, a sample of students from two high schools in northern Illinois were administered the Coopersmith Self-Esteem Inventory; Gordon's Survey of Personal Values, and Gordon's Survey of International Values. Results showed a significant, positive relationship between self-esteem and the personal value of achievement for seniors. There were no statistically significant correlations between self-esteem and other values (Stein, 1971).

Another study was conducted to determine if students having successful leadership experiences improved both their self-concept of problem solving ability and their classroom performance. Students of low self-concept in problem solving were given special intervention training to prepare them for assuming specific academic leadership roles. The results showed a significant, positive change in their perceived ability to perform in school. In addition, classroom involvement and participation showed a significant increase (McKeown, 1976).

Marjoribanks' (1976) investigations went beyond previous research in examining the relationships between school-related attitudes and academic achievement. He studied the relationships among school-related attitudes,

cognitive abilities, and measures of academic achievement. Results indicated that at each attitude level, increases in cognitive ability were associated with increments of academic achievement. At different ability levels, increases in attitude scores were related to increases in achievement. Marjoribanks recommended further studies to investigate the relationship between attitudes and achievement at different levels of affective variables.

More recently, a 2-year longitudinal study was conducted with the same group of male and female students enrolled, respectively, as seventh and eighth graders in general science class. Results showed that both attitude and achievement in science were related to variables of self-concept and gender role perceptions of male and female adolescents. The relationship was more evident in association with attitudes than with achievement (Handley & Morse, 1984).

Myrick and Dixon (1985) described a study on changing student attitudes and behavior through small group counseling. The students in fifth and sixth grade who received group counseling showed significant improvement in classroom behavior over those students who received no counseling.

The recent educational reform reports focus on cognitive factors almost exclusively (Taber, 1984). Improvement can only come about if the affective domain is considered as well. Students need to find meaning in their

school experience (Boyer, 1985). The question is thus raised that if students were provided opportunities for educational planning experiences, would their attitudes and behavior change?

Summary

Increased emphasis is being placed on students' academic opportunities and achievements. Schools must help all students become aware of the many changes in high school graduation requirements. The orientation approaches currently used by schools are no longer adequate or appropriate. By offering students the educational planning unit, and implementing the unit in an advisory group setting, students will have the chance to become actively involved in making school a more meaningful experience.

CHAPTER III
METHODOLOGY

This study investigated the effectiveness of an educational planning unit for eighth-grade middle school students. The experimental treatment consisted of eight structured guidance sessions presented by teacher-advisors during their school advisement periods. A control group was used for comparisons. Seven dependent variables were studied: educational planning knowledge, teacher perceptions of student classroom behaviors, student motivation for schooling, performance- and reference-based academic self-concept, sense of control over performance, and instructional mastery. Additionally, perceived benefits of this intervention were studied through students' evaluations.

Research Design

Intact classes were randomly assigned from within schools to the experimental and control treatments. The resulting design is a two (schools) by two (treatments) factorial design with classes nested in school-treatment combinations (Isaac & Michael, 1981).

This design controlled most of the variables that posed a possible threat to the internal validity. The effects of

history, maturation, and pretesting were experienced in both groups. Therefore, any difference between the groups on the dependent variables could not be attributed to these factors. Additionally, the randomization procedures controlled selection of subjects and statistical regression (Ary, Jacobs, & Razavieh, 1979).

As in other experimental designs involving pretesting, there was the possibility of significant interaction between pretesting and the subjects' reactions to treatment caused by pretest sensitization. This was identified as a possible threat to the external validity of this study (Isaac & Michael, 1981).

Population

The population consisted of students in Sarasota County, Florida, public schools. Sarasota County is situated directly on the Gulf of Mexico and Sarasota Bay along 35 miles of Florida's west central coast. Tourism, construction, light manufacturing, and agriculture are the major industries. The population includes over 240,000 residents. The 34 public schools service approximately 25,000 public school students (School, 1985).

The population for this study consisted of approximately 1,800 eighth-grade middle school students from the five middle schools in Sarasota County (School, 1985). The schools were Booker Middle School, Brookside Middle

School, McIntosh Middle School, Sarasota Middle School, and Venice Area Middle School. All of the middle schools were composed of grades six through eight. Each school had a PRIME TIME advisor-advisee program.

The student population by grade level for each of the middle schools is shown in Table 1 (School, 1985). A breakdown of the students by race for each of the middle schools is displayed in Table 2 (School, 1985). The population of these schools was representative of the various geographic, ethnic, racial, cultural, and socioeconomic elements found on the southwest coast of Florida.

Table 1

Student Population by Grade Level

	Grade 6	Grade 7	Grade 8	Total
Booker	141	170	194	505
Brookside	426	413	433	1,272
McIntosh	296	345	484	1,125
Sarasota	428	446	312	1,186
Venice	402	463	460	1,325

Table 2

Student Race by School

	Caucasian	Black	Hispanic	Asian/ Pac. Isl.	Indian
Booker	75.22%	18.23%	5.31%	1.06%	.18%
Brookside	85.05%	13.88%	.38%	.61%	.08%
McIntosh	88.48%	8.99%	1.96%	.57%	--
Sarasota	79.70%	15.83%	2.95%	1.52%	--
Venice	95.74%	3.22%	.67%	.37%	--

Sample Selection

Middle school students within each school in Sarasota were randomly assigned by grade level to PRIME TIME advisement groups at the beginning of the school year. The middle schools in Sarasota utilized a team teaching concept. Student enrollment determined how many teams were at each grade level and how many teachers were on a team. The size of the advisement group also varied among schools. The school principal decided on the assignment of advisement responsibilities to support staff members. In this study each advisement group had approximately 25 students per group.

The sample consisted of approximately 500 eighth-grade students in 20 PRIME TIME advisement groups from two of the five middle schools. The two schools were randomly selected by using a table of random numbers (Kerlinger, 1973, p. 714).

Names of the eighth-grade advisors in the two randomly drawn schools were listed. Using a table of random numbers, 10 advisors and their students in each school were randomly assigned to either an experimental or control group (Kerlinger, 1973, p. 714). The design and group assignment in each school are illustrated in Table 3.

Table 3

Experimental Design and Assignment for Each School

Eighth-Grade Middle School Students	Pretest	Treatment	Posttest
Experimental Group (N = 125)	Test 1 Test 2 Test 3	Educational Planning Unit	Test 1 Test 2 Test 3
Control Group (N = 125)	Test 1 Test 2 Test 3	---	Test 1 Test 2 Test 3

Test 1 represents the Educational Planning Inventory of Knowledge (EPIK), Test 2 denotes the Myrick Classroom Behavior Checklist (MCBC), and Test 3 represents the School Attitude Measure (SAM).

Hypotheses

Seven hypotheses were tested in this study:

Ho1: There will be no significant difference (.05 level) between experimental and control groups on knowledge of educational planning terminology, as measured by the Educational Planning Inventory of Knowledge.

Ho2: There will be no significant difference (.05 level) between experimental and control groups on teacher perception of student behavior, as measured by the Myrick Classroom Behavior Checklist.

Ho3: There will be no significant difference (.05 level) between experimental and control groups on motivation for schooling, as measured by the School Attitude Measure.

Ho4: There will be no significant difference (.05 level) between experimental and control groups on performance-based academic self-concept, as measured by the School Attitude Measure.

Ho5: There will be no significant difference (.05 level) between experimental and control groups on reference-based academic self-concept, as measured by the School Attitude Measure.

Ho6: There will be no significant difference (.05 level) between experimental and control groups on sense of control over performance, as measured by the School Attitude Measure.

Ho7: There will be no significant difference (.05 level) between experimental and control groups on

instructional mastery, as measured by the School Attitude Measure.

The Experimental Treatment

The PRIME TIME advisement program was implemented in all the middle schools in Sarasota County at the beginning of the 1983-84 school year. Emphasis on the training of teachers as advisors has been consistent and thorough from the beginning when all staff was provided inservice training. As new teachers were hired, inservice was required and provided prior to their reporting for duty. All teachers were, therefore, exposed to the group techniques and skills necessary for leading PRIME TIME activities. All of the teachers were certified by the Florida State Department of Education to teach middle school.

Educational Planning Unit Intervention

The educational planning unit intervention consisted of group sessions twice each week, for four consecutive weeks. All of the teacher-advisors had received some general inservice training to prepare for their role as advisors. Those advisors involved in this study participated in an additional orientation workshop to prepare them for leading the educational planning unit activities.

Training and Orientation

Sarasota County schools had inservice training to prepare teachers in the skills and mechanics of the PRIME TIME advisor-advisee program. During the 2 1/2 days of inservice, teachers learned and practiced the skills of listening, responding, confronting, complimenting, and timely teaching. Advisor/consultants worked with teachers to share successful activities. Teachers also became familiar with the PRIME TIME activity handbook.

In order to standardize the implementation of the treatment intervention, teacher-advisors participated in an orientation session. At that time, teachers were introduced to the project, its purposes and expectations, and received an overview of the eight sessions they would be leading. Booklets containing a description of the session format, a list of the objectives, and the sessions, and copies of all handouts were provided for each participant (see Appendix A). The orientation allowed teachers the opportunity to review these materials and to ask questions.

Group Sessions

Each of the activities to be used in the eight group sessions was structured (see Appendix A). There were specific objectives for each of the sessions (see Appendix A). Suggested lead-ins for each activity were included. These statements could have been read verbatim. Since time

management was very important, reading the statements aloud helped the teacher stay focused and on-task.

The group sessions took place twice per week, for four consecutive weeks. Each session was approximately 30 minutes in length and took place during the regularly scheduled PRIME TIME advisement periods designated for guidance activities.

Session one provided a brief introduction to students highlighting the objectives of the next eight activity periods. The advisor also explained the physical arrangements of seating to be used for these sessions. Students then processed their first activity focusing on the affect of changing times on their lives. Opportunities to show how change had affected the job market and life styles were emphasized.

The first activity in session two had students examining their job choices in small groups. Students named job goals, identified job entry requirements, and discussed what might influence a person in selecting one job over another. The second activity provided students with an experience in having valuable information, thinking about its meaning, and planning. Students completed a number grid without assistance and then were given guidance for their second attempt to illustrate the value of guidance and planning ahead. Students also had a homework assignment of interviewing a parent about the parent's job goals and

the impact of changing times from when they were in high school.

Session three began with a discussion of the homework assignment. Important issues related to planning for high school, the future, and making the most of opportunities were exemplified. The main activity in this session focused on the language of planning. Students became acquainted with the terminology used in educational plans. Using a vocabulary list, words were introduced and their meaning explained. Using the curriculum test as a reinforcer, teams answered questions about the concepts presented.

Session four began with a small group go around activity addressing responsibility: "One responsibility I have at home," "Do people have choices?" The second activity provided students with specific information about courses that are required, courses that are electives, and looked at a case study example of a 4-year plan. The connection between courses, credits, and the relationship to graduation was explained.

Session five had two objectives to accomplish. Information about the guidance services available in high schools was presented. Examples of times for seeking assistance were discussed. Then, students completed an autobiographical time line and shared parts of it in small groups.

In session six students worked on their individual 4-year plan. Using transparencies and other available

materials, students were coached through the plan starting with required courses. Students took a copy of their completed plan home to share with their family members. Similarly, the objective in session seven was to assist students in completing the registration process for the ninth grade. These were also shared with family members.

The first activity in session eight had students sharing thoughts and feelings about some of the things they had learned in the educational planning unit. The small group discussion covered several different topics: "Things about high school that worry you," "One thing you learned about yourself." The second and final activity covered the process of making changes in educational plans. Students had an opportunity to ask any questions that remained unanswered, and the educational planning unit objectives were summarized.

The activities in the educational planning unit were designed to assist eighth-grade students in developing and recording their educational plans and class schedules. Their choices and plans were to be related to their career goals and intentions upon graduation from high school. In addition, students became more aware of the changing world of work, the need to take responsibility for planning and decision making, and the availability of guidance services.

Through the activities included in this unit, students were provided with accurate information. In the small group meetings, opportunities for discussion and questions helped students in making informed decisions about the future.

The Control Group

While students in the experimental treatment group received the educational planning unit, students in the control group continued to participate in guidance activities with their advisors. The guidance activities focused on self, family, peers, and school as listed in the PRIME TIME activity handbook.

The teacher advisors for the control group participated in an orientation session. At that session, teacher advisors were introduced to the project, pre- and posttesting, and a summary of the eight sessions they were to lead.

Instruments

Three instruments were used to measure the effectiveness of the educational planning unit with eighth-grade middle school students. They focused on student knowledge of terminology, teacher perception of student behavior, motivation for schooling, performance and reference-based academic self-concept, sense of control over performance, and instructional mastery. A fourth instrument was used to evaluate benefits of the intervention.

School Attitude Measure (SAM)

One of the major goals of this research project was to observe changes, if any, in eight-grade students' perceptions of themselves as competent learners as a result of the treatment intervention. The School Attitude Measure was used to measure changes in attitudes towards self.

The School Attitude Measure is a product of the Scott, Foresman and Company (currently American Testronics). In early development stages, eight basic domains were identified. This number was later reduced to five attitude scales: motivation for schooling, academic self-concept--performance based, academic self-concept--reference based, student sense of control over performance, and student instructional mastery. For each domain, content specifications were developed to be used as guides for the writing of items. The format selected was a simple descriptive statement about students' response to school life. A 4-point scaled response was chosen ranging from "never agree" to "always agree." Items were divided between those with positive and negative stems (Dolan & Enos, 1980).

The development of the SAM was based on the belief that the affective consequences of schooling are wide, varied, and important. The importance of these affective consequences is directly related to the great amount of time students have spent in school from the age of five or earlier and to the large amount of daily time most students will continue to spend in school.

Added to the importance of students' responses to school is the degree to which these responses transfer to the range of learning situations that occur outside, and subsequent to, formal schooling. The significance of these affective responses is seen in long-term outcomes, such as the ways in which students negotiate new experiences, the manner in which students structure their perceptions of reality, and the development of students' self-perceptions.

The statements in the scale of motivation for schooling are concerned with the effect of students' reactions to past school experience upon their motivation in school. The way students have come to feel about their school experience can influence how hard they want to work in school, how highly they value school, and how much they want to pursue further schooling. Included in this scale are items related to the student's willingness to participate in the current school experience because it is meaningful, desire to perform competently in the future school experience, perception of the relationship of current schooling to future needs, willingness to pursue future schooling, and perception of the importance of school relative to other activities (Dolan & Enos, 1980).

The statements in the scale of performance-based academic self-concept are concerned with the students' confidence in their academic abilities and their feelings about their school performance. Students' feelings about their academic abilities can contribute to their success or

lack of success in school. Included in this scale are items related to the student's perception of ability to do the majority of school tasks competently, feeling of importance as a member of class, reaction to poor performance, expectation of success, and confidence in own efforts (Dolan & Enos, 1980).

The statements in the scale of reference-based academic self-concept are concerned with how students think other people feel about the students' school performance and ability to succeed academically. Items included in this scale are related to the student's perception of the discrepancy between actual school performance and the expectations of others, willingness to discuss school performance with significant others, and comparison of current performance with appropriate reference groups (Dolan & Enos, 1980).

The statements in the scale of student's sense of control over performance are concerned with students' feelings about being able to exercise control over situations that affect them at school and to take responsibility for the outcomes of relevant school events. Items included in this scale are related to student's willingness to take responsibility for school outcomes, self-reliance and independence in the school setting, and awareness of the relationship between actions and outcomes of schooling (Dolan & Enos, 1980).

The scale of instructional mastery asks students to try to report the state of their actual school skills. There are certain skills that all students need in order to organize school life and to succeed in school. These skills which are reflected in this scale's items include ability to use time effectively and efficiently, persistence in instructional tasks, ability to concentrate on instructional tasks, ability to seek and use feedback, and ability to evaluate own work.

The SAM went through two tryouts with revisions after each. Analysis of the data collected gave information on readability of the items; factor analysis; item bias due to sex, race, or social desirability; and Rasch item-analysis procedures. The SAM was standardized in the fall of the 1979-80 school year. A total of approximately 28,300 students were tested in the fall standardization. The level used for eighth grade consisted of 85 items (Dolan & Enos, 1980).

Research on discrimination and difficulty of items across various subgroups was included. This bias research on the SAM has shown that the test items have been written to eliminate sexism and minority bias. Correlation with measure of social desirability are low and insignificant. Reliability estimates for internal consistency range from .91 to .95 for the total test, and for test-retest (four weeks apart) from .80 to .89. Validity studies suggest strong convergent validity of specific subscales

with other instruments that measure only one aspect of affective development (Dolan & Enos, 1980).

Educational Planning Inventory of Knowledge

The original Educational Planning Unit test was developed by Dr. Robert Myrick for use with the preliminary field testing of the unit. The pretest had 30 items centered around the 12 specific objectives of the educational planning unit. The posttest had 39 items with 5 of the additional items being evaluative in nature. The 4 other items were short answer questions and allowed the student to provide feedback on likes and dislikes of the unit as presented.

The original Educational Planning Unit test was used in many of the junior high schools in Orange County, Florida. Data were collected from 15 of their 19 junior high schools. Thirteen of these schools reported completing the unit. Six of these schools reported administering the pretest and two schools utilized the posttest. Results from the 450 students surveyed on the posttest were reported in terms of percentages. A detailed analysis comparing pretest with posttest results was not available.

For this study, a revision of Myrick's instrument was used. Knowledge of educational planning terminology was one of the dependent variables of this study. Fifteen items specifically questioning cognitive knowledge of educational

planning terminology were included. The revised instrument was called the Educational Planning Inventory of Knowledge (see Appendix B).

The format of the EPIK included a series of three to four questions following five multiple choice answers. Items 1, 2, and 3 were questions related to the number of credits of required courses, electives, and the total needed to meet the graduation requirements. Items 4 through 15 gave definitions of educational planning terms. The multiple choice answers included the terms that were defined.

A list of 30 items for the variable of cognitive knowledge was first developed. A group of 10 professionals in education including teachers, school counselors, and principals selected the 15 items they felt were most important in educational planning. The 15 items selected most frequently were chosen to measure the variable of cognitive knowledge. The item-selection method provides content-related evidence for the inference that scores on the EPIK reflect knowledge of planning terminology important for high school students.

The revised test was checked for test-retest reliability. One hundred eighth-grade students from one of the middle schools not selected for the study took the test and were retested three weeks later. The test-retest reliability coefficient was .81.

Myrick Classroom Behavior Checklist

The Myrick Classroom Behavior Checklist was a 20-item, Likert-type instrument developed by Dr. Robert Myrick in 1984. The first 8 items related to student behavior in school. The next 12 items related to teacher perceptions of student attitudes about school and self.

The instrument had been used by several other researchers at the elementary and secondary levels. The MCBC had not been used with middle-school students.

For this study, a revision of Myrick's instrument was used. Five items questioning specific classroom behaviors were included. In seeking to make the checklist brief and more appropriate for the educational planning intervention, the original eight items were scaled down to five items (see Appendix C).

A group of 10 professionals in education selected the five items they felt were most significant in describing classroom behavior. Those five with the highest combined frequency were chosen to measure the variable of classroom behavior.

Fifteen eighth-grade middle school teachers were given the MCBC to complete on seven randomly selected students in each class. Retesting took place two weeks later. The obtained correlation coefficient using the Pearson Product moment formula was .77.

Student Evaluation

The Student Evaluation (SE) was a nine question, Likert-type instrument designed to evaluate the educational planning unit objectives (see Appendix D). Items 1, 2, and 5 related to job goals; items 3, 4, and 8 related to planning ahead; and items 6, 7, and 9 related to readiness for high school. The range of responses on the SE was from strongly agree to strongly disagree.

Student Evaluation, Posttest Items Only

This instrument had nine questions (see Appendix E). The five Likert-type items were designed to measure perceived benefits of the educational planning unit. The range of responses was from strongly agree to strongly disagree. The next four questions were open-ended and allowed students to write comments about the educational planning unit.

Data Collection

Data collection consisted of the administration of four measures: the EPIK, the SAM, the MCBC, and the SE. The same instruments were used in the pre- and posttesting of students and teachers.

The answers to the SAM were recorded on machine scorable answer sheets. This format was familiar to the students in Sarasota County. Both standardized testing and

county testing for language arts and mathematics utilized a SCANTRON answer sheet. Students in eighth grade were experienced in bubbling responses to questions from a test booklet on an answer sheet.

The student responses to the EPIK and the SE were recorded on answer sheets. Similarly, teachers responded to items on the MCBC by placing answers on answer sheets.

Instruments completed by students required identification by name. The instrument completed by teachers required both student name and teacher name for identification.

Student data were placed by their teachers in prelabeled packages. Teacher data were turned in to the counselor and placed in a package. The researcher collected all packages.

Pretesting

Two weeks prior to the beginning of the treatment intervention, teachers administered the student pretests to students in the experimental and control groups. The administration of the three instruments was completed during the two advisement periods designated for guidance activities.

One week prior to the first session, teachers completed the MCBC. They were instructed to return their checklists to one of their school counselors.

Posttesting

During the week following the conclusion of the treatment, students and teachers in the experimental and control groups completed the posttest measures. The student posttests were again given during the advisement periods designated for guidance. The Student Evaluation, Posttest Items Only was also administered at this time.

Experimental Procedures Summary

The procedures for this project were as follows:

1. Two of the five middle schools were randomly selected to participate in the research project.

2. The names of eighth-grade advisors in the two schools were listed.

3. Ten advisors and their students at each of the two schools (#1) were randomly selected and assigned to the experimental and control group.

4. The 10 advisors at each of the two schools participated in an orientation workshop.

5. The students in the experimental and control groups completed the EPIK, the SAM, and the SE two weeks prior to treatment intervention.

6. The teacher-advisors in the experimental and control groups completed the MCBC during the week prior to treatment intervention.

7. All pretesting data were collected by the researcher prior to the first session.

8. After the pretesting was completed, the eight sessions began. This was no earlier than one week after student pretesting.

9. At the completion of the eight sessions, the posttests were given to the students. These included the EPIK, the SAM, the SE, and the Posttest Items Only.

10. The teacher-advisors completed the MCBC again.

11. All posttesting data were collected by the researcher.

12. Analyses of the data were then conducted by the researcher.

CHAPTER IV
RESULTS

This study investigated the effects of an educational planning unit on eighth-grade students at the middle school level. Two schools participated in the study: McIntosh Middle School, Sarasota, Florida; and Venice Area Middle School, Venice, Florida. Ten PRIME TIME advisors and their students at each of the two schools were randomly selected and assigned to the experimental and control groups.

The data were analyzed using the analysis of covariance (ANCOVA). The analyses used class means as the unit of analysis. This procedure was adopted because intact classrooms were assigned to treatments. Analysis of covariance (ANCOVA) allowed for tests for significance of differences between posttest means of the control and experimental group on the variables: knowledge of educational planning terminology, classroom behavior, student motivation for schooling, performance-based academic self-concept, reference-based academic self-concept, sense of control over performance, and instructional mastery. The perceived benefits of the intervention were also tested. To analyze the data for a variable, the pretest class means on that variable were used as covariate scores. The purpose of using this analysis was to increase the power of the tests. This chapter reports the findings.

There were three criterion instruments used to analyze the seven major hypotheses of this study: School Attitude Measure, Myrick Classroom Behavior Checklist, and Educational Planning Inventory of Knowledge. A fourth instrument, the Student Evaluation, was used to analyze perceived benefits of the educational planning unit. Before analyzing the data obtained from the instruments, certain statistical procedures were done.

One assumption of the analysis of covariance is that the regression slopes are homogeneous across the treatment groups. The test for homogeneity of regression slopes determines whether or not significant differences occur between the regression slopes of each group in the study. According to Roscoe (1975), the analysis of covariance is robust with respect to the assumption of regression homogeneity. When this assumption is violated the ANCOVA test for significant differences tends to be more conservative.

Levels of significance of .10 or .25 are sometimes established for testing regression homogeneity to reduce the probability of making a Type II error. A significance level of .10 was used in this study to test the null hypothesis that there were no significant differences between regression slopes of the experimental and control groups.

The results of testing this hypothesis for groups on each of the seven variables showed no significant differences. This suggested that regression slopes were not

significantly different for the experimental and control groups. Thus, data from all the instruments in this study met the assumption of regression slope homogeneity.

Proceeding with the ANCOVA was then possible. All seven hypotheses were tested and for each hypothesis the pretest measures served as covariates. The .05 level of significance was used to test all hypotheses.

Educational Planning Terminology

Hol: There will be no significant difference between experimental and control groups on knowledge of educational planning terminology, as measured by the Educational Planning Inventory of Knowledge.

Analysis of the Educational Planning Inventory of Knowledge (EPIK) provided results on the knowledge of educational planning vocabulary and concepts. The EPIK was given to the students in the experimental and control groups. The unadjusted mean scores and standard deviations for both groups are listed in Table 4.

Both experimental and control groups of eighth-grade students increased their unadjusted group means on the EPIK (Table 4). Both groups, therefore, moved in a positive direction with respect to knowledge of educational planning terminology. The experimental group mean increased from 7.92 to 9.64 indicating a positive change of 1.72 points. The control group mean increased from 7.89 to 7.97 which gives a positive change of .08 points. The adjusted group

mean for the experimental group was 9.63 and the adjusted group mean for the control group was 7.98.

Table 4

Number of Groups, Unadjusted Group Means, and Standard Deviations from the EPIK and the MCBC

	Experimental Group			Control Group		
Instrument	N	Mean	Standard Deviation	N	Mean	Standard Deviation
EPIK						
Pretests	10	7.92	0.92	10	7.89	1.50
Posttests	10	9.64	1.78	10	7.97	1.06
Difference		1.72			0.08	
MCBC						
Pretests	10	12.83	1.80	10	14.66	1.25
Posttests	10	13.29	1.95	10	14.68	1.28
Difference		0.46			0.02	

An analysis of covariance was performed on data from the EPIK and is summarized in Table 5. The p value of .0152 suggests that there was a significant difference between experimental and control groups at the .05 level. Therefore, the null hypothesis relating to knowledge of educational planning terminology was rejected.

Table 5

Summary of Analysis of Covariance on the EPIK

Source of Variance	df	SS	F	p
School (S)	1	3.23	1.77	0.20
Treatment (T)	1	13.64	7.50	0.02
S x T	1	0.25	0.14	0.72
Error	15	27.28		

Classroom Behavior

Ho2: There will be no significant difference between experimental and control groups on teacher perception of student behavior, as measured by the Myrick Classroom Behavior Checklist.

Analysis of the Myrick Classroom Behavior Checklist (MCBC) provided results on the classroom behavior of eighth-grade middle school students in this study. The MCBC was given to the teachers of both the experimental and control groups. The unadjusted mean scores and standard deviations for both groups are listed in Table 4.

As illustrated in Table 4, students in both the experimental and control groups had increased unadjusted group means on the MCBC. The mean for the experimental group increased from 12.83 to 13.29 suggesting a positive

change of .46 points. The control group mean increased from 14.66 to 14.68 suggesting that this group increased its mean by .02 points.

An analysis of covariance was performed on data from the MCBC and is summarized in Table 6. The p value of .96 suggests that there was no significant difference between experimental and control groups at the .05 level. In conclusion, the second hypothesis was not rejected.

Table 6

Summary of Analysis of Covariance on the MCBC

Source of Variance	df	SS	F	p
School (S)	1	0.00	0.00	0.10
Treatment (T)	1	0.00	0.00	0.96
S x T	1	3.31	2.80	0.12
Error	15	17.73		

School Attitude Measure

Analyses of the School Attitude Measure (SAM) provided results on five variables: motivation for schooling, performance-based academic self-concept, reference-based academic self-concept, sense of control over performance, and instructional mastery. The School Attitude Measure was given to students in both the experimental and control

groups as a pretest and posttest measure to observe the effects of an educational planning unit on eighth-grade middle school students. The unadjusted mean scores and standard deviations for both groups on the five variables measured by the SAM are listed in Table 7. Five of the major hypotheses were tested by the SAM.

Motivation for Schooling

Ho3: There will be no significant difference between experimental and control groups on motivation for schooling, as measured by the School Attitude Measure.

As illustrated in Table 7, students in both experimental and control groups had reduced unadjusted group means on the SAM subtest on motivation for schooling. The mean for the experimental group was reduced from 42.79 to 42.48 suggesting a decrease of .31 points. The control group mean decreased from 42.54 to 41.97 suggesting that this group reduced its mean by .57 points.

The probability of F between the scores for the experimental and control groups on motivation for schooling was .21 (Table 8). Thus, there was no statistically significant difference between the experimental and control groups regarding motivation for schooling due to the educational planning unit intervention. Therefore, the third null hypothesis was not rejected.

Table 7

Number of Groups, Unadjusted Group Means, and Standard Deviations from the SAM

	Experimental Group			Control Group		
Instrument	N	Mean	Standard Deviation	N	Mean	Standard Deviation
SAM Motivation						
Pretests	10	42.79	0.82	10	42.54	1.01
Posttests	10	42.48	0.92	10	41.97	0.46
Difference		-0.31			-0.57	
SAM Performance						
Pretests	10	43.02	0.54	10	43.31	1.35
Posttests	10	43.37	0.54	10	43.73	1.13
Difference		0.35			0.42	
SAM Reference						
Pretests	10	45.31	1.22	10	45.32	1.38
Posttests	10	45.60	1.44	10	45.58	0.92
Difference		0.29			0.26	
SAM Control						
Pretests	10	43.86	0.83	10	44.02	1.06
Posttests	10	43.67	0.58	10	44.36	0.52
Difference		-0.19			0.34	
SAM Mastery						
Pretests	10	43.08	0.49	10	43.79	0.88
Posttests	10	43.28	0.62	10	43.69	0.58
Difference		0.20			-0.10	

Table 8

Summary of Analysis of Covariance on the SAM Subtests

Source of Variance	df	SS	F	p
Motivation				
School (S)	1	0.02	0.03	0.86
Treatment (T)	1	0.84	1.70	0.21
S x T	1	0.62	1.26	0.28
Error	15	7.42		
Performance				
School (S)	1	0.35	0.54	0.47
Treatment (T)	1	0.23	0.36	0.56
S x T	1	0.06	1.64	0.22
Error	15	9.72		
Reference				
School (S)	1	1.08	0.82	0.38
Treatment (T)	1	0.00	0.00	0.96
S x T	1	0.06	0.05	0.83
Error	15	19.92		
Control				
School (S)	1	0.27	0.82	0.38
Treatment (T)	1	2.59	7.86	0.01
S x T	1	0.04	0.12	0.73
Error	15	4.94		
Mastery				
School (S)	1	0.13	0.31	0.59
Treatment (T)	1	0.96	2.33	0.15
S x T	1	0.03	0.08	0.78
Error	15	6.22		

Performance-Based Academic Self-Concept

Ho4: There will be no significant difference between experimental and control groups on performance-based academic self-concept, as measured by the School Attitude Measure.

Students in both experimental and control groups had increased unadjusted group means on the SAM subtest on performance-based academic self-concept (Table 7). The mean for the experimental group increased from 43.02 to 43.37 for a positive change of .35 points. The control group mean increased from 43.31 to 43.73 suggesting that this group increased its mean by .42 points.

The probability of F between scores for the experimental and control groups on performance-based academic self-concept was .56 (Table 8). Thus, there was no statistically significant difference between experimental and control groups regarding performance-based academic self-concept due to the educational planning unit intervention. Therefore, the fourth null hypothesis was not rejected.

Reference-Based Academic Self-Concept

Ho5: There will be no significant difference between experimental and control groups on reference-based academic self-concept, as measured by the School Attitude Measure.

As illustrated in Table 7, students in both experimental and control groups had increased unadjusted

group means on the SAM subtest on reference-based academic self-concept. The mean for the experimental group increased from 45.31 to 45.60 suggesting a positive change of .29 points. The control group mean increased from 45.32 to 45.58 suggesting that this group increased its mean by .26 points.

The probability of F between scores for the experimental and control groups on reference-based academic self-concept was .96 (Table 8). Thus, there was no statistically significant difference regarding reference-based academic self-concept between the experimental and control groups due to the educational planning unit intervention. Therefore, the fifth null hypothesis was not rejected.

Sense of Control Over Performance

Ho6: There will be no significant difference between experimental and control groups on sense of control over performance, as measured by the School Attitude Measure.

As Table 7 reveals, the mean for the experimental group was reduced from 43.86 to 43.67 suggesting a reduction of .19 points. The mean for the control group increased from 44.02 to 44.36 suggesting a positive change of .34 points. The adjusted group mean for the experimental group was 43.65 and the adjusted group mean for the control group was 44.37.

An analysis of covariance on the data provided a p value of .01 (Table 8) which was significant at the .05 level. Thus, there was a statistically significant difference between experimental and control groups regarding sense of control over performance due to the educational planning unit intervention. Therefore, the sixth null hypothesis was rejected. However, the direction of the mean difference does not support the effectiveness of the experimental treatment.

Instructional Mastery

Ho7: There will be no significant difference between experimental and control groups on instructional mastery, as measured by the School Attitude Measure.

As illustrated in Table 7, the mean for the experimental group increased from 43.08 to 43.28 suggesting a positive change of .20 points. The mean for the control group was reduced from 43.79 to 43.69 suggesting a reduction of .10 points.

The probability of F between scores for the experimental and control groups on instructional mastery was .15 (Table 8). Thus, there was no statistically significant difference between experimental and control groups regarding instructional mastery due to the educational planning unit intervention. Therefore, the seventh null hypothesis was not rejected.

Student Evaluation

The researcher administered the Student Evaluation to the experimental and control groups as a pretest and posttest measure (see Appendix D). The range of responses were from strongly agree to strongly disagree. Items 1, 2, and 5 on job goals were combined for analysis; items 3, 4, and 8 on planning ahead were combined for analysis; and items 6, 7, and 9 on readiness for high school were combined for analysis. The analyses of covariance on data provided from the Student Evaluation are summarized in Table 10.

Subscale 1: Job Goals

On the first subscale (Job Goals) of the student evaluation the experimental group increased its unadjusted group mean by .19 points while the control group increased by .02 points (Table 9). The adjusted group mean for the experimental group was 4.03 and the adjusted group mean for the control group was 3.85. An analysis of covariance using data from the experimental and control groups provided a p value of .01 which was significant at the .05 level (Table 10).

Subscale 2: Planning Ahead

The second student evaluation subscale measured attitudes about planning ahead. As Table 9 reveals, the experimental group mean was increased by .24 points while

Table 9

Number of Groups, Unadjusted Group Means, and Standard Deviations from the Student Evaluation

Instrument	Experimental Group			Control Group		
	N	Mean	Standard Deviation	N	Mean	Standard Deviation
Job Goals						
Pretests	10	3.84	0.13	10	3.83	0.11
Posttests	10	4.03	0.13	10	3.85	0.20
Difference		0.19			0.02	
Planning						
Pretests	10	3.81	0.16	10	3.87	0.18
Posttests	10	4.05	0.16	10	3.84	0.23
Difference		0.24			0.03	
Readiness						
Pretests	10	3.52	0.18	10	3.59	0.16
Posttests	10	3.68	0.19	10	3.57	0.13
Difference		0.04			0.02	

Table 10

Summary of Analysis of Covariance on the Student Evaluation Subscales

Subscale	F	p
1. Job Goals	7.87	0.01
2. Planning Ahead	18.37	0.00
3. Readiness for High School	3.43	0.08

the control group was reduced by .03 points. The adjusted group mean for the experimental group was 4.08 and the adjusted group mean for the control group was 3.82. An analysis of covariance provided a p value of .00 (Table 10) which was significant at the .05 level.

Subscale 3: Readiness for High School

The third subscale measured student attitudes toward readiness for high school. The experimental group had an increase of .04 points while the control group had a reduction of .02 points (Table 9). An analysis of covariance provided a p value of .08 which was not significant at the .05 level (Table 10).

Student Evaluation, Posttest Items Only

The researcher also administered the Posttest Items Only to students in the experimental group (Appendix E). The range of responses was from strongly agree to strongly disagree. Results of this evaluation instrument are listed in Table 11.

Sixty-four percent of the experimental group recommended the educational planning unit for other students. Students agreed that the unit was helpful (61%), helped them to think about their high school plans (63%), to learn more about planning (61%), and to think more about their responsibilities (59%).

When asked what they liked most about the educational planning unit, students in the experimental group stated that they felt "more prepared for their high school years" and "better understood the expectations of high school." They also liked the "job information," "making their 4-year plan," and the "opportunity to take information home and share it with parents." The specific activity "Number Grid" was also listed (Table 12).

When asked what they like least about the program and what changes they would recommend, students shared frustration with the quantity of information covered over a short period of time. The material was at times "complicated" and presented "too fast" (Table 12).

Table 11

Results of Evaluation by Experimental Group

	Question	*%SA	*%A	*%U	*%D	*%SD
10.	The **e.p.u. helped me think about my high school plans.	12%	51%	23%	10%	4%
11.	The **e.p.u. helped me think more about my responsibilities.	10%	49%	26%	10%	5%
12.	I found the **e.p.u. helpful.	9%	52%	22%	10%	7%
13.	I would recommend the **e.p.u. to other students.	14%	50%	17%	11%	8%
14.	The **e.p.u. helped me learn more about planning.	13%	48%	21%	11%	7%

*%SA = Percentage Strongly Agree
*%A = Percentage Agree
*%U = Percentage Uncertain
*%D = Percentage Disagree
*%SD = Percentage Strongly Disagree

**e.p.u. = educational planning unit

n = 216

Table 12

Results of Questions 15, 16, and 17 of Evaluation by Experimental Group

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Question 15: What did you like best about the unit or sessions?

Student Answers:

1. Job information.
2. Making 4-year plan.
3. Making plans after graduation.
4. Planning ahead.
5. Understanding expectations of high school.
6. Learning about electives.
7. Discussion in small groups about plans for the future.
8. Ability to take information home and share with parents.
9. Learning about different classes.
10. It prepared me.
11. Number Grid activity.
12. Interview assignment.
13. List of jobs and how they have changed.
14. Thinking about my education.

Question 16. What did you like least about the unit or sessions?

Student Answers:

1. Too many papers (dittos).
2. Complicated.
3. Presented too fast.

Question 17: If you were to make a change in the unit or sessions, what would it be?

Student Answers:

1. Go slowly.
2. Make it easier to read.

Summary

Based on analyses of the data, null hypotheses relating to classroom behavior (Ho2), motivation for schooling (Ho3), performance-based academic self-concept (Ho4), reference-based academic self-concept (Ho5), and instructional mastery (Ho7) were not rejected. However, null hypotheses relating to knowledge of educational planning terminology (Ho1) and sense of control over performance (Ho6) were rejected. In addition, other data collected and analyzed showed significant differences between experimental and control groups on attitudes toward job goals and toward planning ahead. However, no significant differences were found between experimental and control groups on attitudes toward readiness for high school.

CHAPTER V
SUMMARY, CONCLUSIONS, LIMITATIONS, RECOMMENDATIONS, AND IMPLICATIONS

The purpose of this study was to investigate the effectiveness of an educational planning unit with eighth-grade middle school students. More specifically, this study examined the impact of an eight-session educational planning unit intervention on eighth-grade students' knowledge of educational planning terminology, classroom behavior, motivation for schooling, performance-based academic self-concept, reference-based academic self-concept, sense of control over performance, and instructional mastery. Perceived benefits of the intervention were also measured by a student evaluation form administered to all students and by an additional evaluation form completed by the experimental group.

Summary

The eight-session educational planning unit intervention was conducted at two schools on the West Coast of Florida. The population of this study consisted of all eighth-grade middle school students in Sarasota County public schools. Two of the five middle schools were randomly selected to participate in the research project.

Ten PRIME TIME advisors and their students at each of the two schools were randomly selected and assigned to the experimental and control groups. Pretest and posttest data were collected from students and teachers. An analysis of covariance was used to test the seven null hypotheses. Two of the hypotheses were rejected. Some significant differences were also noted on the student evaluation data collected.

The conclusions reached by this study, as well as the limitations, will be discussed in this chapter. The final recommendations by the researcher will also be listed.

Conclusions and Implications

The effect of the educational planning unit was analyzed using ANCOVA procedures. Each of the seven major hypotheses are discussed and observations are made from the data received as related to educational planning knowledge, classroom behavior, motivation for schooling, performance-based and reference-based academic self-concept, sense of control over performance, and instructional mastery. The results from the student evaluations are also discussed.

Educational Planning Knowledge

The results from the first hypothesis regarding knowledge of educational planning terminology showed significant ($p < .05$) differences between those who had

received the educational planning unit intervention and those who had not. It can be concluded that this project had a significant effect on increasing student knowledge of vocabulary and concepts involving educational planning.

With the increased knowledge of educational planning vocabulary and concepts acquired in eighth grade, students should need less assistance with planning and course selection once in high school. The number of schedule changes should decrease. High school counselors should find an increase in their time for working with targeted students and for performing other counselor functions. Additionally, an increase in the number of students participating in Florida Academic Scholars' programs and Advanced Placement courses should be seen due to earlier and clearer understanding.

Classroom Behavior

The second hypothesis focused on classroom behavior change. Because there were no significant differences between the experimental and control groups, this hypothesis was not rejected. Although there was not enough change between the scores of the experimental and control groups to be significant, there were some gains made in the experimental group which suggested that these students were moving in a positive direction on classroom behavior. The control group started higher and made little gain.

ANCOVA procedures, however, provided a rigorous test of the hypothesis when comparing the experimental and control groups. Therefore, it may be concluded that there was not enough change in scores between the experimental and control group on classroom behavior to be significant.

Posttesting took place the week following the treatment intervention. Posttesting for changes in classroom behavior may have been completed too soon. The educational planning unit was not directly teaching new classroom behavior. Therefore, the unit's indirect results on classroom behavior might have needed more time to be noticed.

Motivation for Schooling

The third hypothesis focused on student motivation for schooling. The results showed that the educational planning unit intervention had no significant effect on changing student motivation for schooling.

It would be of great value to evaluate students on this subscale again. As students find their increased knowledge helpful, their motivation might increase. Additionally, as students move from the middle school setting into the high school setting, they might find the change to be highly motivating.

Performance-Based Academic Self-Concept

The fourth hypothesis focused on performance-based academic self-concept. The results showed no significant

difference between those who received the educational planning unit and those who had not.

This subscale measured students' feelings about their current school performance. The educational planning unit was focused on the future. Students might show an increase on this scale if measured later, when in high school.

Reference-Based Academic Self-Concept

The fifth hypothesis measured differences between the experimental and control groups on reference-based academic self-concept. The results showed that the educational planning unit intervention had no significant effect on reference-based academic self-concept.

This subscale measured students' feelings about others' current perceptions. The educational planning unit was looking at the future. The results of testing again in high school might prove interesting.

Sense of Control Over Performance

The sixth hypothesis measured student sense of control over performance and was found to be significantly affected by the educational planning unit intervention in a negative direction. Analysis showed a statistically significant difference at the .05 level between the experimental and control groups. Thus, this null hypothesis was rejected.

The educational planning unit placed great emphasis on what students must do in order to control their lives in

high school. It is possible that students felt less in control of their lives as they learned of the many requirements in high school. Students may have felt overwhelmed.

Instructional Mastery

The seventh hypothesis focused on instructional mastery. The results showed no significant difference between the experimental and control groups due to the educational planning unit intervention.

This subscale measured students' current state of school skills. The educational planning unit focused on the future. Therefore, testing in high school might prove to be more meaningful.

Student Evaluation

Additional evaluation by students in the experimental and control groups measured attitudes toward planning, job goals, and readiness for high school. The results showed significant differences between experimental and control groups due to the educational planning unit on planning and on job goals. No significant differences were noted in regard to readiness for high school.

General comparisons of the processes involved in planning, setting job goals, and readiness for high school might explain the differences in the student evaluations. Both planning and setting job goals involved a set of

concrete activities. Students completed these activities and significant changes were seen. The process involved in readiness for high school is more abstract, with no definite point of closure. Therefore, the process was not completed. Testing in high school for readiness for high school might show interesting results.

Limitations

This study had the following possible limitations:

1. Implementing the intervention later in the school year may not have obtained optimum results concerning behavior change. The MCBC measured classroom behavior change as reported by teacher advisors of the students. Some teacher perceptions may have already been solidified at the time of intervention.

2. Students completed the SAM, the EPIK, and the Student Evaluation. Teachers shared that students were not pleased with completing so many instruments. This may have influenced student attitudes at the time of posttesting.

3. The educational planning unit intervention may not have been implemented consistently across all groups. The skill level of the advisors varied and monitoring for consistency of treatment was difficult to accomplish.

4. Teacher-advisors' interest in and support for leading advisement groups may have varied. The relationships established between advisors and their

advisees can play a critical role impacting on attitudes, motivation, and behavior. This was difficult to monitor.

Recommendations

Based on this investigation, the following are recommended:

1. The educational planning unit intervention might best be implemented immediately following the December winter holiday. This allows for a longer intervention time prior to spring registration for high school.

2. In future studies, more emphasis might be placed on the training of teacher advisors. The more similar the skill level, the greater the ability to assume equality of intervention across schools.

3. Preceding the delivery of the educational planning unit intervention, students might benefit from a unit on careers. Students would be better prepared for making decisions regarding high school course selection.

4. The educational planning unit could be revised to make the material in some sessions more manageable for teacher presentation and student comprehension. The sessions preparing students to write their 4-year plan need additional time for delivery.

5. The educational planning unit should be delivered to all eighth-grade students through advisement programs or through academic class periods.

The results of this study imply that the educational planning unit intervention can have some positive effects on eighth-grade middle school students. Students are asked to register for high school during their eighth-grade year. Therefore, there is a need for earlier intervention. The benefits of early intervention are numerous. Students are better prepared to register for ninth grade and better able to understand the 4-year plan. With students receiving the unit in smaller group settings, individual needs can be better met.

This study provided some evidence as to an educational planning unit's effectiveness in regard to knowledge of educational planning terminology and its opposite effect on student sense of control over performance. Additionally, the unit showed its effectiveness in regard to changing attitudes toward planning and job goals. However, it did not appear that the project made significant changes in classroom behavior and in other attitudes toward school.

APPENDIX A
EDUCATIONAL PLANNING UNIT BOOKLET

EDUCATIONAL PLANNING UNIT: EIGHTH GRADE PRIME TIME

THE OBJECTIVES

SESSION ONE:

To recognize that changing times affect the world of work and the future of students.

SESSION TWO:

To identify a job goal and its characteristics.

To recognize the value of planning.

SESSION THREE:

To recognize and apply terminology used in planning a high school education.

SESSION FOUR:

To recognize the need to assume personal responsibility.

To identify the high school curriculum around which an educational plan can be developed.

SESSION FIVE:

To become aware of available guidance services.

To recognize how the first year of a plan is related to choices in the following years.

SESSION SIX:

To outline a four-year plan for grades 9-12.

SESSION SEVEN:

To make tentative class choices for the ninth grade.

To complete the sample forms for scheduling.

SESSION EIGHT:

To recognize that plans can be revised.

* FIRST SESSION *

Purpose and Objectives

1. To recognize that changing times affect the world of work and the future of students.

Materials Needed

1. Guide: Significant Events
2. Handout: 1995 Job Outlook - The Shifting Job Market
3. Transparency: Job Outlook for 1995

Introduction

*** Preparing for Activities ***

Begin by saying,

"THIS IS THE FIRST OF EIGHT IMPORTANT SESSIONS THAT WE ARE GOING TO HAVE TOGETHER. I WILL BE LEADING YOU THROUGH A PRIME TIME UNIT THAT IS DESIGNED TO HELP YOU THINK ABOUT AND MAKE SOME PLANS FOR YOUR HIGH SCHOOL EDUCATION....WHEN WE ARE FINISHED YOU SHOULD HAVE MORE IDEAS ABOUT THE CLASSES THAT ARE REQUIRED IN HIGH SCHOOL AND THE CHOICES THAT YOU HAVE....MOST IMPORTANT, YOU WILL HAVE DEVELOPED A FOUR-YEAR PLAN FOR YOURSELF AND WILL HAVE MADE SOME CLASS SELECTIONS FOR NEXT YEAR."

"IN ORDER TO HELP YOU EXPLORE AND PLAN, AND ALSO TO MAKE OUR SESSIONS MORE INTERESTING, WE WILL BE WORKING TOGETHER IN TEAMS....YOU ARE ENCOURAGED TO SHARE YOUR IDEAS WITH OTHERS IN THIS CLASS. IT IS ONE WAY TO THINK ABOUT AND PLAN FOR HIGH SCHOOL....YOU ARE ALSO ENCOURAGED TO TALK ABOUT YOUR IDEAS AND PLANS WITH OTHERS OUTSIDE OF THIS CLASS, SUCH AS YOUR PARENTS AND FRIENDS."

"THERE IS A LOT TO DO IN THE TIME THAT WE HAVE, SO LET'S BEGIN BY FORMING SOME DISCUSSION GROUPS OR TEAMS."

Divide the class into five or six small groups and position them around the room in semi-circles. These teams are numbered and remain intact for all eight sessions. One member in each semi-circled team, perhaps the person on the far right, is designated as the "starter". When requested the starter moves his or her chair in order to open or close the small group. This person also starts a group task by sharing ideas first in a "go-around" procedure. Starters could be appointed or alternated; however, the expediency of opening and closing groups with the least amount of class disruption is of primary concern.

Tell the teams to move to their assigned stations around the room. The semi-circled teams should face toward the front of the room.

Activity One

*** Changing Times Affect Our Lives ***

Begin by saying,

"CHANGE IS ALWAYS TAKING PLACE....THINGS AROUND US CHANGE EVERYDAY....IMPORTANT EVENTS AND TIMES IN OUR LIVES COME AND GO WITH THE PASSING OF TIME....YOU CANNOT STOP YOURSELF FROM CHANGING, NO MORE THAN YOU CAN STOP THE PASSAGE OF TIME. CHANGE IS A FACT OF LIFE....EVEN THOUGH, ON OCCASION, YOU MIGHT WISH THAT THINGS COULD REMAIN THE SAME AND BE LIKE THEY ARE FOREVER, IT ISN'T POSSIBLE....FOR SOME, THIS MAY BE A SAD THOUGHT, BECAUSE THEY LIKE THE WAY THINGS ARE NOW. STILL OTHERS LOOK FORWARD TO CHANGE AND THE IDEA OF CHANGE IS EXCITING FOR THEM. FOR SOME, THE IDEA THAT THINGS CHANGE GIVES THEM HOPE."

"WE KNOW THAT SOME PEOPLE ARE AWARE OF HOW THINGS CHANGE. THEY MIGHT EVEN PLAN FOR IT. OTHERS JUST LET IT HAPPEN AND THINK VERY LITTLE ABOUT THE IMPACT THAT CHANGE HAS UPON THEIR LIVES....HOW AWARE ARE YOU OF CHANGING EVENTS IN YOUR LIFE? FOR EXAMPLE, THINK ABOUT THE CHANGES THAT HAVE TAKEN PLACE SINCE YOU STARTED SCHOOL....SOME SIGNIFICANT EVENTS HAVE TAKEN PLACE IN THE LAST SEVERAL YEARS..."

"LET'S TRY SOMETHING WITH OUR TEAMS....I'M GOING TO ASK SOME QUESTIONS. LET'S SEE HOW MUCH YOU AND YOUR TEAM MEMBERS CAN REMEMBER OR RECALL. LET'S BEGIN WITH TEAM FOUR...."

Use the Significant Events list as a guide to pose questions to the teams. Skip around from one team to another, perhaps keeping score. Help create a spirit of fun. Emphasize how some social and political changes have created new opportunities for people. Then say,

"SOME CHANGES HAVE AFFECTED SOME OF US MORE THAN OTHERS. SOME HAVE ALSO AFFECTED THE WORLD OF WORK AND THE OPPORTUNITIES THAT ARE BEFORE YOU....FOR EXAMPLE, SOME CHANGES CREATE NEW JOBS, WHILE OTHERS REDUCE OR EVEN ELIMINATE JOBS....CAN YOU THINK OF NEW JOBS THAT HAVE COME ABOUT IN THE LAST SEVERAL YEARS?....WHAT ABOUT THOSE THAT ARE DECLINING?"

Use the handout: Outlook for Jobs in 1995 to emphasize how the world of work is changing.

SIGNIFICANT EVENTS

The following questions might be used to stimulate thinking about change. Other questions could be added, especially those that reflect local changes. The questions are representative of what might be asked of teams during Activity 1 of Session One. Use as many as seem appropriate for the time allowed. Look for opportunities to show how change has affected the job market and life styles.

These questions were selected to highlight changes that have taken place since most 8th grade students started school. The questions might be updated periodically. This activity can be dramatic as much as it is fun.

---

1. Who was president of the United States when you started school? (Ans: President Carter, 1977-81.)

2. Who won the Super Bowl in professional football in 1977? (Ans: Oakland Raiders beat the Minnesota Vikings 32-14) 1978? (Ans: Dallas Cowboys beat the Denver Broncos 27-10) 1979? (Ans: Pittsburgh Steelers beat the Dallas Cowboys 35-31)

3. What was the most popular movie in 1975, and still among the all-time box office winners? (Ans: Jaws.)

4. Where were the Winter Olympics held in 1980? (Ans: Lake Placid, New York.)

5. Where were the Summer Olympics held in 1980? (Ans: Moscow, USSR) Where were they held in 1984? (Ans: Los Angeles, California.)

6. In 1976, a form of punishment was viewed by the Supreme Court as acceptable. What was it? (Ans: Capitol Punishment.)

7. There was a dramatic upswing in some type of activity between 1977 and 1979, what was it? (Ans: Terrorist bombings, hijackings, etc. around the world.)

8. Who was elected president in 1980? (Ans: President Reagan.)

9. This program was seen on television by over 130 million people and is still the all-time event viewed by television viewers. What was it? (Ans: Roots.)

10. This television show, like Roots, was about the inhumane treatment of a minority group and was seen by 120 million people. What was it? (Ans: Holocaust.)

11. The most popular comedy series on television in 1978 was? (Ans: Three's Company.)

12. Who was the most famous detective on television in 1976? (Ans: Peter Falk or "Columbo".)

13. Who was the most popular musical group--pop music in 1976? (Ans: The Eagles--song: "Lyin Eyes"; the most popular musical groups of the time were the Bee Gees and Fleetwood Mac.)

14. What was the top record of 1978? (Ans: Shadow Dancing -- Andy Gibb.)

15. Who was the top female country vocalist in 1978? (Ans: Dolly Parton.)

16. Name the most popular movie in 1977. It influenced movie industry for years to come and we are still feeling its influence in many ways. (Ans: Star Wars.)

17. What famous theater film or movie was shown for the first time on television in 1976? (Ans: Gone with the Wind.)

18. In 1979, what happened at Three Mile Island which changed the nation's thinking about something important? (Ans: the nuclear "accident" and fear of a meltdown.)

19. The United States established diplomatic relations with this nation on January 1, 1979. (Ans: China.)

20. June 11, 1979. Hollywood film hero died. (Ans: John Wayne.)

21. In 1978, a major change was made in selection of the astronauts, what was it? (Ans: first woman selected.)

22. Jane Byrne was elected mayor of what major U.S. city on February 27, 1979? (Ans: Chicago.)

23. On January 23, 1979, the great center fielder for the New York and San Francisco Giants was elected to Baseball's Hall of Fame. He was... (Ans: Willie Mays.)

24. In 1979, it was issued in order to emphasize the women's movement in this country, but it never caught on and was soon taken out of circulation. What was it? (Ans: Susan B. Anthony Silver Dollar.)....In whatever form, dollars buy less now than they did then.

25. In 1979, this affected the nation and caused rationing for the first time since World War II. (Ans: Gasoline shortage.)

26. This event took place in Florida in 1979 and marked the first time it had taken place in the U.S. since 1967. Since then others have followed and it has also stirred protest groups. (Ans: John Spenkelink executed--the first involuntary execution since 1967.)

27. In 1978, this "action" was upheld by the Supreme Court as a legal remedy to past discrimination. (Ans: Affirmative Action.)

28. In 1978, a baby girl (Louise Joy Brown) in England became famous. What happened? (Ans: first test tube baby--egg was fertilized outside of the womb--July 26.)

29. Two teams were selected as the NCAA football champions in 1978. They were... (Ans: Alabama and U.S.C.)

30. A new government agency created in 1977 by President Carter addressed a serious national problem that has continued to cause us problems. (Ans: The Department of Energy--the energy problem.)

31. Certain words began to change in the 70's in order to eliminate sexual bias. Name two such words. (Ans: e.g. chairperson, mailcarrier, police officer, salesperson.)

32. Some milestones for women in the 1970's included:

    First woman Lutheran minister (1970)
    First woman general
    First women admitted to service academies (1974)
    First woman to graduate from academy (1978)
    First woman rabbi (1972)
    Supreme Court "legalized" abortion (1973)

33. Billy Sims from Oklahoma University won this award in 1978. (Ans: Heisman Trophy.)

34. A teenager from Florida became a top tennis star to win four consecutive U.S. Open victories between 1975-1978. (Ans: Chris Evert Lloyd--Ft. Lauderdale.)

SOME RECENT TECHNICAL DEVELOPMENTS INCLUDE;

digital watches
video tape recorders
electronic games
video games and arcades
calculators
CB radios (big rage in 1976--new language)
running gear stores--influenced dress and exercise

JOB OUTLOOK FOR 1995

****

The latest forecast of the occupational outlook through 1995 (published by the Bureau of Labor Statistics, November, 1983) describes fast growing and declining jobs.

1. About 25.2 million new jobs are expected. Of these about 18.7 million will be created in the field of "service to others."

2. One out of every 3 new jobs will be in such areas as a) medical care; b) hotels; c) non-profit human services organizations; d) transportation; e) utilities; f) trade and financial services, such as banking.

3. For the first time in years, teachers will be in demand, especially at the kindergarten and elementary levels (i.e. over 500,000 new jobs). Children who were born in the great baby-boom age are now becoming parents.

4. High technology will create many new jobs, with 7 of the 10 fastest growing employment areas to involve computers or engineering, but not necessarily technical expertise. Yet, this technology will shape other fields and influence the job market. For example, word processors will reduce the need for typists and file clerks. Computer aided design and manufacturing equipment will reduce the demand for draftsmen.

5. The number of workers between ages 16 and 24 will drop more than 5 million because of population trends and this will put pressure on many employers who depend upon hiring young low paid workers.

6. Almost 2/3 of the new workers will be women, as working women will rise from about 53% to 61%.

7. The job market will continue to shift, with some jobs going, others growing and still others bringing in the future (See Table 1 taken from Newsweek, October 18, 1982).

8. Unforeseen fads will also influence job markets. For example, when the Beatles first became popular hairstyles began to change. Long hair was the fad and more than 200,000 barbers lost their jobs.

9. The number of lawyers doubled in the last ten years and law schools are bulging with students. It is becoming a crowded profession and that means more competition, more specialization and less income.

OUTLOOK FOR JOBS IN 1995
THE SHIFTING JOB MARKET

Jobs in the smokestack industries will continue to decline, but there will be new opportunities in service and high-tech sectors.

SOME JOBS ARE GOING...

Occupation	% Decline Employment
Shoemaking-machine Operators	-19.2
Farm Laborers	19.0
Railroad car repairers	17.9
Farm managers	17.7
Graduate assistants	16.7
Housekeepers, private home	14.9
Child-care workers, private	14.8
Maids and servants, private	14.7
Farm supervisors	14.3
Farmers, owners and tenants	13.7
Timber-cutting and logging workers	13.6
Secondary-school teachers	13.1

OTHERS ARE GROWING...

Occupation	% Growth Employment
Data-processing-machine mechanics	*157.1
Paralegal personnel	143.0
Computer-systems analysis	112.4
Computer operators	91.7
Office-machine services	86.7
Tax preparers	77.9
Computer programmers	77.2
Aero-astronautic engineers	74.8
Employment interviewers	72.0
Fast-food restaurant workers	69.4
Child-care attendants	66.5
Veterinarians	66.1

BUT THE FUTURE IS HERE

Occupation	Estimated Employment by 1990
Industrial-robot production	800,000
Geriatric social work	700,000
Energy technicians	650,000
Industrial-laser processing	600,000
Housing rehabilitation	500,000
Handling new synthetic materials	400,000
On-line emergency medical	400,000
Hazardous-waste management	300,000
Generic Engineering	250,000
Bionic medical electronics	200,000
Laser, holographic and optical fiber maintenance	200,000

Sources: Bureau of Labor Statistics, Forecasting International, Ltd., Occupational Forecasting, Inc. Newsweek/October 18, 1982

* SECOND SESSION *

Purposes and Objectives

1. To recognize the value of planning.
2. To identify a job goal and its characteristics.

Materials Needed

1. Transparency: D-P-T-I
2. Handout: Job Goals: D-P-T-I
3. Handout: Number Grid
4. Handout: Interview Questions
5. Handout: Open Letter to Parents

Activity One

*** Naming a Job Goal ***

Give each student a copy of Job Goals. Then say,

"THINK OF A JOB YOU WOULD LIKE TO HAVE SOMEDAY. WRITE THIS JOB GOAL AT THE TOP OF YOUR PAPER....(Pause)....WHAT WILL YOU DO IN THIS JOB? IS IT A JOB THAT DEALS PRIMARILY WITH DATA, PEOPLE, THINGS OR IDEAS? FOR EXAMPLE, A JOB WITH DATA MEANS WORKING WITH NUMBERS AND FIGURES. A JOB WITH PEOPLE INVOLVES GIVING A SERVICE TO THEM OR ATTENDING TO THEIR INTERESTS AND NEEDS. IF YOU HANDLE OR MANIPULATE OBJECTS THEN YOU WILL BE WORKING WITH THINGS. WORKING WITH IDEAS MEANS THAT YOU ARE MORE INVOLVED WITH WORDS AND INTELLECTUAL THOUGHTS"...

Point to the chart on the handout....Ask the teams to close their groups. Point to the three tasks listed on a chalkboard or transparency. Instruct the starters for each team to begin the first two-part task: Tell the group about a job that you might like to have someday and in which of the four groupings it is most likely to be.

If time permits, the teams complete the second task. In a second go around group members tell whether entry into their work requires training on the job, special training or skill before getting the job, or college or extensive education.

If time permits, or until other groups finish, in a third group task team members ask questions of each other regarding job choices.

Next, have the starters return to their original positions, again forming the semi-circle teams. Lead a class discussion about what might influence a person to pick one job over another (e.g., observed the job, read about it, family history, special interest or skill, possible job satisfiers, convenience, or chance opportunities).

Activity Two

*** The Value of Planning Ahead ***

While the teams are in their semi-circled arrangement, pass out copies of the Number Grid, one for each class member. Then say.

"ALL THE NUMBER GRIDS ARE THE SAME....AND THEY ARE THE SAME ON THE FRONT AND BACK OF EACH PAGE. WORKING BY YOURSELF, AS QUICKLY AS YOU CAN, FIND #1 AND CIRCLE IT; THEN FIND #2 AND CIRCLE IT; AND SO ONE, UNTIL YOU HAVE FOUND IN ORDER AS MANY NUMBERS AS YOU CAN. YOU WILL HAVE ONE MINUTE. START NOW."

After one minute, tell the class to stop. Now say,

"LET'S DO THIS EXERCISE AGAIN. TURN YOUR PAPER OVER. BUT FIRST, LET ME GIVE YOU SOME INFORMATION THAT MIGHT BE OF HELP....SPECIAL INFORMATION AND KNOWLEDGE CAN GIVE YOU DIRECTION AND HELP YOU MAKE DECISIONS....SPECIAL INFORMATION AND KNOWLEDGE CAN ACT AS A GUIDE SO THAT YOU CAN ACHIEVE MORE....FOR EXAMPLE, LET ME GIVE YOU SOME GUIDANCE ON THIS NUMBERED GRID."

"THIS GRID CAN BE DIVIDED INTO FOUR PARTS. IMAGINE THAT YOU HAVE DRAWN A LINE IN THE MIDDLE OF YOUR PAPER FROM TOP TO BOTTOM. IF IT HELPS, FOLD YOUR PAPER VERTICALLY LIKE THIS (illustrate)....NOW, FOLD YOUR PAPER HORIZONTALLY (illustrate)....USING THESE FOLDS, YOU CAN DISCOVER A PATTERN OF NUMBERS....FIRST, ALL OF THE ODD NUMBERS (e.g., 1,3,5,7, etc.) ARE ON THE LEFT SIDE OF THE PAPER. THE EVEN NUMBERS (e.g., 2,4,6,8) ARE ON THE RIGHT SIDE. THUS, YOU COULD LOOK FIRST TO THE LEFT, THEN TO THE RIGHT, THEN TO THE LEFT, AND SO ON, IN ORDER TO FIND THE NUMBERS IN SEQUENCE."

"ALSO, THE TOP AND BOTTOM HALVES OF THE PAPER CAN BE HELPFUL TO YOU. THE FIRST SIX NUMBERS ARE IN THE TOP PART OF THE PAPER AND THE NEXT SIX ARE IN THE BOTTOM PART. THEN, THE NEXT SIX ARE IN THE TOP PART AGAIN, WHILE THE NEXT SIX ARE IN THE BOTTOM PART. THUS, YOU CAN SEARCH AND FIND NUMBERS NOT ONLY FROM LEFT TO RIGHT, BUT ALSO IN GROUPS OF SIX, GOING FROM TOP TO BOTTOM (Pause)....LET'S SEE IF THIS EXTRA INFORMATION CAN MAKE A DIFFERENCE IN WHAT YOU ACHIEVE IN THE SAME AMOUNT OF TIME AS I GAVE YOU BEFORE....NOW, FIND THE NUMBERS IN SEQUENCE AND CIRCLE THEM AS YOU GO ALONG....BEGIN NOW!"

After one minute stop the class and ask the students to compare their results. Ask how many were able to improve their score as a result of having more information or guidance in the task.

"THINKING ABOUT THE DIRECTION YOU WANT TO MOVE AND USING INFORMATION TO MAKE PLANS CAN MAKE AN IMPORTANT DIFFERENCE IN MOST CASES....YOU CAN ALWAYS CHANGE YOUR MIND AND DECIDE TO DO SOMETHING DIFFERENTLY. BUT, EVEN THEN, THAT DECISION IS LIKELY TO WORK OUT BEST WHEN YOU HAVE VALUABLE INFORMATION, THINK ABOUT ITS MEANING AND TAKE TIME TO PLAN."

Closure

*** Processing and Summarizing ***

Ask the class if there are any questions about what was discussed or presented during this session. Then, say:

"THIS WEEK YOU HAD AN OPPORTUNITY TO THINK ABOUT CHANGE AND THE VALUE OF PLANNING AHEAD. YOU ALSO THOUGHT ABOUT A JOB YOU MIGHT LIKE TO HAVE SOMEDAY AND WHAT PEOPLE PRIMARILY DO IN THAT JOB....IN ADDITION, WE ARE REMINDED THAT CHANGE IS INEVITABLE. IT'S ALL AROUND US AND IT AFFECTS OUR LIVES....FOR EXAMPLE, IN TIME THERE WILL BE NEW JOBS, SOME THAT WE HAVEN'T EVEN THOUGHT OF TODAY, WHILE SOME JOBS WILL DECREASE OR EVEN DISAPPEAR."

"WHAT ARE YOUR PLANS FOR THE FUTURE? IN OUR NEXT SIX SESSIONS, WE WILL THINK ABOUT HIGH SCHOOL CLASSES AND SOME CHOICES THAT YOU MIGHT MAKE. YOU WILL MAKE A FOUR-YEAR PLAN, AROUND WHICH YOU CAN ALSO DO SOME THINKING ABOUT YOUR FUTURE AND THE WORLD OF WORK. FINALLY, YOU WILL SELECT SOME CLASSES FOR NEXT YEAR AND COMPLETE SOME FORMS FOR SCHEDULING."

Assignment

*** The Interview ***

"TALK WITH YOUR PARENTS ABOUT THIS WEEK'S SESSIONS AND OUR OTHER SESSIONS. THEY CAN BE A VALUABLE RESOURCE TO YOU IN YOUR PLANNING....(Optional: Open Letter to Parents)....DURING THIS WEEK, INTERVIEW ONE OR BOTH OF YOUR PARENTS, OR PERHAPS A CLOSE RELATIVE. OR, YOU MAY PREFER TO INTERVIEW ANOTHER ADULT WHOM YOU KNOW, MAYBE A NEIGHBOR OR FRIEND OF THE FAMILY. ASK THE FOLLOWING QUESTIONS. (See back of Job Goals Handout for easy reference):"

1) When you were in high school, did you think about the job you wanted to have someday? What was it? Did you get that job, or did you change your plans?

2) If you could have another job instead of the one you have now, what would it be? Why?

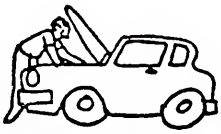
3) Looking back to your high school days, if you had it to do over, would you do anything differently?

4) How did high school affect what has happened to you in your life?

"HAVE FUN...AND BE ABLE TO TELL ABOUT YOUR INTERVIEW EXPERIENCE DURING OUR NEXT SESSION, WHICH WILL BE ON _____ SEE YOU THEN."

DATA..
dealing with information, ideas, numbers

PEOPLE..
giving indirect or direct service to others

THINGS.. 
manipulating objects or elements

IDEAS..
working with theories, insights, thoughts

JOB GOALS
(Data, People, Things, Ideas)

High Data

Bank teller
Cashier
Mail clerk
Claims adjustor
Real estate clerk
Title searcher
Postmaster
Air traffic controller
Shipping and receiving clerk
Airline pilot
Radio announcer
Draftsman
Office manager
Dietician
Real estate appraiser
Pharmacist

High People

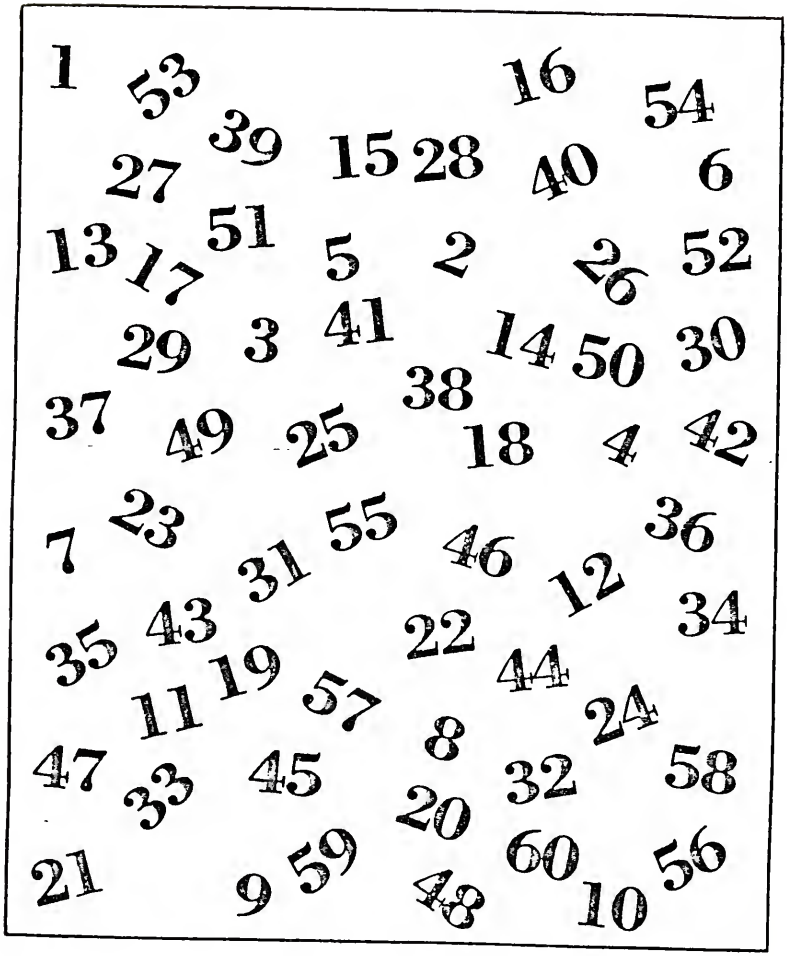
Automobile salesperson
Sales manager
Bank teller
Teacher
Physical therapist
Nurses aide
Waiter/waitress
Secretary
Buyer for clothes store
Social worker
Airline flight attendant
Police officer

High Things

Cement mason
Paint sprayer
Automobile mechanic
Bus driver
Heavy truck driver
Light truck driver
Chauffeur
Building superintendent
Carpet layer
Upholsterer
Diesel mechanic
Baker
Machinist
Carpenter
TV Repair
Farmer
Fishing boat captain
Typist
Keypunch operator

Ideas

Judge
Lawyer
Newspaper reporter
Teacher
College professor
TV commentator
Interior designer
Mathematician
Actor/actress
Motion picture director
Architect
Artist
Musician
Politician
Editor
Psychologist
Minister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ASSIGNMENT: THE INTERVIEW

During this week, interview one or both of your parents or perhaps a close relative. Or, you may prefer to interview another adult who you know, perhaps a neighbor or friend of the family. Ask them the following questions:

(1) When you were in high school, did you think about the job you wanted to have someday? What was it? Did you get that job, or did you change your plans?

(2) If you could have another job instead of the one you have now, what would it be? Why?

(3) Looking back to your high school days, if you had it to do over, would you do anything differently?

(4) How did high school affect what has happened to you in your life?

Have fun and be able to tell about your interview experience during our next session.

Dear Parent/Guardian:

The Sarasota County School System has developed an exciting new eighth grade PRIME TIME unit to be utilized in early spring for five to six weeks.

The purposes of the unit are to help your child understand high school graduation requirements and some of the language that may be unfamiliar to them such as credits, pre-requisites, grade point average (g.p.a.), Advanced Placement courses, etc. In addition, they will develop their own Four Year Educational Plan (grades 9-12). We realize that the Four Year Educational Plan will be changed a number of times over the next four plus years, but the Plan will begin the process of teaching them to work towards a career goal.

Shortly following the completion of the unit, staff from the high school will visit our school to begin the 9th grade registration process. We believe strongly that parents/guardians should be involved in planning their child's education, and we encourage you to ask your child about the PRIME TIME unit and the various materials presented.

The unit begins on _____, 1986. If you have any questions please contact your child's PRIME TIME advisor or their counselor.

Sincerely,

Principal

THIRD SESSION

Purpose and Objectives

1. To recognize and apply terminology used in planning a high school education.

Materials Needed

1.	Handouts:	High School Course List, Testing List, Glossary
2.	Guide:	Pathways - Guidance Handbook for High School
3.	Transparency:	Curriculum test

Introduction

*** Preparing for Activities ***

Begin by saying,

"DURING OUR LAST WEEK'S SESSIONS WE TALKED ABOUT SOME JOB GOALS AND HOW CHANGING TIMES CAN AFFECT THE WORLD OF WORK. WE ALSO LOOKED AT THE VALUE OF USING INFORMATION TO PLAN AHEAD AND TO ACHIEVE MORE....HOW MANY OF YOU TALKED WITH YOUR PARENTS OR SOMEONE OUTSIDE THIS CLASS ABOUT OUR LAST SESSION? HOW MANY OF YOU INTERVIEWED SOMEONE?"

If you have not already done so, move the class members into their respective semi-circled teams (see Session 1) for class discussion. Elicit comments from students about their interviews:

1. How did high school affect what happened to people later in life?
2. Did people get the jobs that they hoped for when they were in high school? What happened to make things come true? To change them?
3. What would they do differently now?

Listen for general themes and clarify important issues related to planning for high school, the future and making the most of opportunities. Then say,

"THIS WEEK WE ARE GOING TO THINK ABOUT HIGH SCHOOL GRADUATION REQUIREMENTS....EVEN THOUGH YOU ARE NOT EXACTLY SURE AT THIS TIME, PLANNING YOUR HIGH SCHOOL EDUCATION MAKES MORE SENSE IF YOU HAVE A JOB GOAL. IT MAKES PLANNING EASIER, EVEN IF YOU CHANGE YOUR MIND LATER....THEREFORE, YOU MAY WANT TO CONTINUE USING THE SAME JOB GOAL THAT YOU IDENTIFIED THE LAST TIME WE WORKED TOGETHER....ALSO, AS YOU BECOME MORE FAMILIAR WITH HIGH SCHOOL CLASSES AND THE CHOICES AVAILABLE TO YOU, IT IS A GOOD TIME TO THINK ABOUT WHO IS RESPONSIBLE FOR YOUR EDUCATION."

Activity One

*** The Language of Planning ***

While the class is in semi-circled teams, tell the students about required classes, electives, and credits in high school. Use appropriate visual aids and handouts (e.g., a list of classes, lead them through a vocabulary list and explain the meaning of the terms).

Next, create some competition between teams in a scoring game to help emphasize and summarize main points. Tell the students to turn their "handouts" over. Then, in turn ask some questions of teams, using the Curriculum Test as a guide. The test emphasizes a vocabulary for planning. It should be modified to include appropriate terminology for a particular high school or school system.

If teams are tied in score, you might have a "playoff" by match play, with more difficult or fun questions related to the curriculum or high school in general. (See sample questions on Curriculum Test).

* THE LANGUAGE OF PLANNING *

The following terms are used in helping plan a student's four-year plan.

credit
elective
requirement and prerequisite
GPA
Florida Academic Scholars
course
program (e.g. math program)
class schedules
four-year educational plan
college or university
community college
technical school
cumulative GPA
grade point scale (4.0)
practical arts
performing arts
language arts
social studies
science
assessment tests (SSAT-I and SSAT-II)
minimum student performance standards
diplomas (types: standard, special)
certificate of completion
life-management skills
early college admission
co-enrollment
Agribusiness Center
early job entry
Secondary Level Exam Program (SLEP)
advanced placement
honors
International Baccalaureate Program
PRIDE award
scholarship awards
sequence of courses
computer literacy
cooperative business education
vocational education
school board policy

SAMPLE ONLY

LIST OF HIGH SCHOOL COURSE OFFERINGS (GRADE 9)

COURSE TITLE	CREDIT
I. Language Arts	
English Skills I	1.00
English I	1.00
English I (Honors)	1.00
Journalism I (Newspaper)	1.00
Journalism II (Yearbook)	1.00
Speech I	.50
Speech II	.50
Drama I	1.00
II. Mathematics	
Pre-Algebra	1.00
Algebra I	1.00
General Math I	1.00
Geometry	1.00
III. Social Studies	
Intr. to World History	1.00
World History	1.00
Advanced World History	1.00
Peer Counseling I	.50
Peer Counseling II	.50
IV. Science	
Fnd. of General Science	1.00
General Science	1.00
Biology I (Honors)	1.00
V. Foreign Language	
Spanish I	1.00
Spanish II	1.00
French I	1.00
French II	1.00
German I	1.00
German II	1.00
Latin I	1.00
Latin II	1.00
VI. Physical Education	
Personal Fitness	.50
Individual & Dual Sports	.50
Aerobics	.50
Beg. Tennis	.50
Beg. Weight Trng.	.50
Life Skills	.50
VII. ROTC	
Leadership Education I	1.00

COURSE TITLE	CREDIT
VIII. Music	
Music Theory	1.00
Music Appreciation	1.00
Band I	1.00
Band II	1.00
Orchestra	1.00
Jazz Ensemble	1.00
Chorus I	1.00
Chorus: High/Low Range	1.00
Chorus: Vocal Tech I	.50
Chorus: Vocal Tech II	1.00
Vocal Ensemble	1.00
IX. Art	
Art/2-D Comprehensive I	.50
Ceramics/Pottery I	.50
X. Industrial Arts	
Fnd. of Agri. Business	1.00
Ornamental Horticulture	1.00
Practical Ind. Skills	.50
Fnd. of Drafting I	1.00
Fnd. of Construction I	1.00
Fnd. of Power Mech.	1.00
Practical Graphics Comm.	.50
XI. Home Economics	
Food and Nutrition	.50
House/Home Furnishings	.50
Family Living	.50
Clothing & Textile	.50
Child Development	.50
XII. Business	
Fnd. of Business & Office Occupations	1.00
Computer Literacy	.50
Intr. to Computers	.50
Computer Application	.50

IV. SARASOTA COUNTY SCHOOLS TESTING PROGRAM

A. High School Testing Programs Offered

1. **ACT (American College Testing Program)**
   Many colleges require ACT scores for admission purposes. The ACT assessment covers the following subject areas: English, Mathematics, Social Studies, and Natural Science. It is recommended that you take the test near the end of your junior year or early in your senior year if you plan to go to college.

2. **SAT (Scholastic Aptitude Test)**
   Like the ACT, many colleges require SAT scores as part of their admissions requirements. The SAT covers three parts: Verbal, Mathematics, and a Test of Standard Written English. Students who plan to attend college are encouraged to take the test at the end of the junior year or early in the senior year.

3. **ACH (Achievement Tests)**
   Achievement tests are used by some colleges for placement. These tests are usually required by the more selective colleges. If this is an option being considered, a planning session with the high school counselor is strongly recommended. Since these tests are offered in several subject ares, a student should consider testing at the completion of the course.

4. **PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)**
   This test, offered only in October, is usually taken by students during their junior year and measures verbal and mathematical reasoning abilities. College-bound juniors are encouraged to take this test and compete for the National Merit Scholarship. This test will serve to familiarize students with the college entrance tests and will provide much needed feedback regarding their academic abilities as compared with other college-bound students. Sophomores are encouraged to participate in this testing program for practice.

5. **CLEP (College Level Examination Program)**
   The CLEP is another testing program of the College Board. It is intended to provide the opportunity for individuals who have acquired certain knowledge outside the traditional classroom to earn college credit by examination. Locally this testing program is available through Manatee Community College. Before participating in this program, the student should check his prospective college's policy regarding the granting of CLEP credit.

6. **SLEP (Secondary Level Examination Program)**
   Florida Law provids an opportunity for students to earn high school credit by passing an examination measuring the objectives of that course. Students interested in taking these tests should contact their guidance counselor.

7. **AP (Advanced Placement Program)**
   Advanced Placement is another alternative program of the College Board which encourages high schools to provide challenging-level courses for students, and provides examinations to help the colleges recognize candidates' qualifications for advanced placement and college credit. Announcements regarding AP course offerings will be made during registration.

8. **CPP (Career Planning Program)**
   The CPP is a program of American College Testing designed to help students identify and explore relevant occupational and educational program. It is a guidance oriented activity which collects, interprets, and reports information useful for career planning. This program is available to all Sarasota County students through the Venice High School guidance office. For further information contact Dr. William Packing, Venice High School Director of Guidance.

9. **SSAT (State Student Assessment Test)**
   This two-part test is required of all Florida students. Part I, Basic Skills, is administered in the spring of the sophomore year and students must be remediated on any standards in which they are deficient. Part II, Functional Literacy, is administered in the spring of the sophomore year. If a student needs to retest, it is offered twice during the junior and senior years. Students must pass the SSAT II in order to receive a regular diploma. A certificate of attendance will be issued to any student who has the required credits and 1.5 GPA but who has not been remediated on deficient SSAT I standards or does not pass SSAT II.

IX. GLOSSARY OF TERMS

Academic Courses

Courses designed to provide specific knowledge of subject areas.

Accreditation

Recognition of a school, college or university by any of the regional or national accrediting bodies indicating that the institution as a whole has been judged to be meeting objectives.

Achievement Tests

Tests that are designed to measure achievement in specific subject areas. Some tests are supplemental to college entrance exams.

- English Composition Test
- English Composition/Essay
- Literature
- American History and Social Studies
- European History and World Cultures
- Mathematics Level I
- Mathematics Level II
- French
- German
- Hebrew
- Latin
- Spanish
- Biology
- Chemistry
- Physics

Advanced Placement

College-level courses taught as a part of the high school curriculum. Once the student completes an advanced placement course, he may elect to take the AP exam. Depending on his score he may be awarded college credit from the institution he chooses to attend.

Advisor (Advisor/Advisee Program)

A faculty member, who will work with the student during the four years to give him/her academic advice, approve his course selections, and make adjustments in his plan according to needs, interest, and graduation requirements.

American College Tests (ACT)

The test administered by the American College Testing Program which measures educational development in the four subject areas of English, Mathematics, Social Studies and Natural Sciences. The ACT is one of the two standard college entrance exams given at specified test centers throughout the year.

Armed Services Vocational Aptitude Battery (ASVAB)

A group of twelve tests that measure the students aptitude in five separate career field areas and provides an indication of his/her qualifications for military occupations.

Bachelor of Arts (BA)

Name of a degree earned after completion of four years of undergraduate study. The BA usually requires more courses in humanities and languages than in math and science.

Bachelor of Science (BS)

Name of a degree earned after completion of four years or its equivalent of undergrduate study with less emphasis on humanities and foreign languages and more emphasis on science or related studies.

College Calendar

Term used to refer to the customary division of college school year:

-Traditional semester: Approximately two equal semesters, usually beginning in September.

-Early Semester: Two semesters--first semester completed by mid-December.

-Quarter: Three terms of approximately 12 weeks each plus one summer term.

-Trimester: calendar year divided into three equal semesters with the third semester replacing summer school.

-4-1-4: Two equal terms of about 16 weeks each with a four-week interim term.

College Level Academic Skills Test (CLAST)

The examination required of Florida college students which tests the mastery of college level skills. These must be passed during sophomore year in order for student to pass to junior year or transfer to an upper division institution.

College Level Examination (CLEP)

Examination program sponsored by the College Board where student may receive college course credit by achieving certain scores on these exams. The two types of CLEP tests are general exams and subject exams. Test is offered through the college not the high school. Manatee Community College is local testing center.

College Work Study (CWS)

The College Work Study program provides jobs for students who need financial aid and who must earn a part of their education expenses. A student may apply if he or she is enrolled at least half-time as a vocational, undergraduate, or graduate student in an approved post secondary institution.

Credit by Examination

A program through which some colleges grant course credits based on results of ACT scores or SAT Achievement scores, the ACT Proficiency Examination Program (PEP), the CEEB College-Level Examination Program (CLEP), and/or other examinations.

Credits (High School)

The numerical value assigned to a course. The student will receive one credit in a course which meets one period a day, five days a week for the entire school year (180 days). The student will receive one-half credit for a course that meets one period a day, five days a week for a semester (90 days). Two semesters make an academic year.

Diploma

An official document which will be awarded to the student when s/he has successfully completed the graduation requirements as established for the School District Progression Plan and has met the current state requirements.

A Certificate of Completion will be awarded to students who have met course requirements for the standard diploma but have not met the minimum standards on the State Student Assessment Tests.

Dual Enrollment in High School and College

The Dual Enrollment Program will permit the student to enroll simultaneously in high school and college (or community college) when he/she is a senior. The purpose is to provide courses that are not available at high school and/or to permit the student to begin college work early. Some high schools offer these courses on their own campus.

Early Admission

A procedure which allows a high school student to enroll in college prior to the completion of the required credits for graduation. If considering this option, the student should schedule an appointment with his/her guidance counselor to discuss the advantages and disadvantages. This option is available only to students of above average ability.

Elective

A course which the student chooses to study: any additional courses beyond required ones counted toward graduation.

Family Financial Statement (FFS)

One of the two available required forms used in the financial aid process. This form is used by the American College Testing Program to collect income, assests, and expense information and to analyze the family's potential contribution toward college expense.

Financial Aid Form (FAF)	One of the two available required forms used in the financial aid process. This form is used by the College Scholarship Service of the College Board to collect income, asset, and expense information and to analyze the family potential contribution toward college expenses. The college to which you are applying will tell you whether they want you to complete the FAF or the FFS.
Florida Guaranteed Student Loan (FGSL)	Financial aid available to qualifying student under-graduate and graduate) who is a U.S. citizen or permanent resident enrolled at least half time.
Florida Academic Scholars Fund	A program designed to recognize and award outstanding performance and academic achievement. Each high school graduate who meets the specified criteria may receive awards. A Florida Academic Scholar's Fund scholarship may be renewed.
Florida Tuition Voucher (FTV)	Financial aid available to Florida high school graduates attending private Florida institutions. Student must have lived in Florida for two continuous years.
Florida Student Assistance Grant (FSAG)	Financial aid available to any full-time student with financial need who is a two-year Florida resident attending an eligible Florida institution.
Graduate Equivalency Diploma (GED)	This is a national test that permits a student to receive the equivalent of a high school diploma upon successfully passing an examination. The diploma issued is the State of Florida high school diploma. The student must be 18 years of age unless an age waiver has been granted. The age waiver process must be initiated through the GED Chief Examiner at Sarasota County Vocational Technical Center.
Gordon Rule	Florida colleges require that courses in writing and math must be taken and passed with a grade of "C" or better in the freshman and sophomore years. Course work in English requires writing assignments that total a minimum of 24,000 words.
Grants	Grants are gift awards made on the basis of financial need which do not require repayment. Grants are available from the federal government, state agencies, and educational institutions.

Guaranteed Student Loans (GSL)	The Guaranteed Student Loan program enables students to borrow from eligible lenders at a low interest rate to meet education expenses. The federal government will pay interest on the loan while the student is in school.
Lower Division	Refers to those colleges with freshman and sophomore classes. All community colleges are lower division institutions. The first two years of a four-year college are referred to as lower or basic division.
Major/Minor	A major is an undergraduate course of study leading to a degree in the chosen area. A minor is an area of study that has fewer course requirements than a major.
National Direct Student Loans (NDSL)	These are low interest loans made through colleges' financial aid offices. After you leave college, you must repay this money. These loans are for both undergraduate and graduate students who are going to school at least half-time.
Pell Grant	Financial aid, awarded by the federal government on the basis of need, designed to provide the basis of an aid package for post secondary education. The grant may be used toward tuition, room and board, books, or other educational costs, and requires no repayment.
Parent Loans (Plus)	Federal insured loans to parents of undergraduate dependent students, independent undergraduate students, and graduate or professional students.
Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	A test designed to inform students of their standing and likelihood of doing well on college entrance tests; results are used in the selection of National Merit Scholars. The test is offered only in October and should be taken by all college-bound juniors. Sophomores are encouraged to take the test for practice.
Prerequisites	A course or requirement which must be satisfied before a more advanced sequential or related course may be taken.
Raising Achievement in Secondary Education (RAISE Bill)	Legislation passed by the 1983 Florida Legislature which has been termed "an education reform package," and which: -Establishes uniform high school graduation requirements, including 24 credits (beginning in 1986-87).

-Increases course requirements in math and science (beginning in 1984-85).

-Requires a 1.5 grade-point average for all required courses for graduation (beginning in 1986-87).

-Requires a 1.5 grade-point average from the preceeding grading period to remain eligible for interscholastic activities.

Required Courses

Those specific courses which must be taken and passed to meet state and county requirements for graduation.

Reserve Officers Training Corps (ROTC)

Air Force, Army, and Navy programs on certain campuses which combine military education with baccalaureate degree study often with financial support for those students who commit themselves to future service in the Armed Forces.

Scholarships

Gifts of financial assistance awarded on the basis of academic ability. Financial need is sometimes considered.

Scholastic Aptitude Test (SAT)

Test of verbal and mathematical abilities given by the College Entrance Examination Board (CEEB) at specified test centers throughout the year. One of the two standard college entrance exams required or recommended by some colleges as part of the admission process.

Secondary Level Examination Program (SLEP)

An examination program available to high school students that enables them to earn course credit by passing subject exams. If the exam is passed, the student earns high school credit, but no grade for GPA quality points.

Semester

One-half of a school year; there are two nine week grading periods within a semester for high school students.

Statewide Student Assessment Test (SSAT)

A two-part test that measures students' competencies in basic skills (part I) and functional literacy (part II). A student must master the skills tested in part I and pass the SSAT II in order to receive a regular high school diploma. Students who do not meet this requirement will be issued a certificate of attendance.

Transcript	Official record of high school or college courses and grades, test scores, and other pertinent data, generally required as part of college application.
Undergraduate	The first four years of college study: freshman, sophomore, junior and senior. Graduate study, therefore, offers courses beyond undergraduate study--usually the master or doctoral level.
Upper Division	Those colleges that have junior and senior level programs. Some colleges may have only junior and senior levels while others will have all four levels.

CURRICULUM TEST

DIRECTIONS

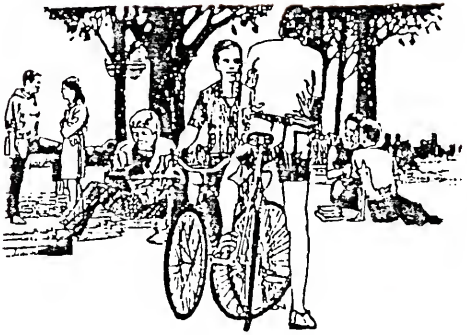
Using any high school course selection list, find the subjects to go under each course listing. Length of time set by counselor.

Scoring as follows:

10 pts. for every subject listed that meets a graduation requirement.

1 pt. for every other credit course in the correct category.

Highest score wins.



LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	OTHERS REQUIRED	ELECTIVES

** CURRICULUM TEST **

This test is only a sample. It can be adjusted to fit any school or curriculum The purpose of the test, as part of session three, is to stimulate student thinking, review information that was presented, and emphasize important points. Having teams compete with each other might prove to be more challenging and interesting than other approaches. The answers to these and other questions, of course, can be drawn from respective school district guidelines and policies.

---

1. How many total credits will it take to graduate from high school?
2. How many of these total credits come from required courses?
3. How many of these total credits come from elective courses?
4. How many semesters of English are required to graduate?
5. How many PE classes are required?
6. What is a GPA?
7. What is the minimum GPA required to graduate from high school?
8. What are the names of three Language Arts classes that might be taken as electives?
9. What are the names of three social studies classes that might be taken as electives?
10. What is meant by the term "college-prep"?
11. What is the high school mascot?
12. List in order, the math classes that might be taken beyond Algebra 2.
13. What is an example of something that might be learned in a Life-Skills Management class?
14. Is there any class credit given for taking part in band? chorus? the yearbook? the school paper? sports (e.g. varsity football, basketball, etc.)?
15. Do students have the right to get counseling?
16. What is the name of the high school band director?

17. Who is the head football coach? Basketball coach? Baseball coach? Tennis coach? Golf coach? For men? For women?

18. How much PE or physical fitness is required as part of a four-year plan?

19. Which generally comes first, World History or American History? Are they electives or required courses?

20. What is meant by the term "Practical Arts"? Give an example.

21. What does SSAT I mean? What does SSAT II mean?

22. Name three national tests that might be taken while you are in high school?

23. What is the PSAT?

24. What is meant by the term scholarship?

25. Who is responsible for granting high school graduation diplomas? certificates of merit?

26. Who is a person that you might see about graduation requirements?

27. Who is a person that you might see if you are having personal problems that get in the way of your studying?

28. What is the minimum GPA you must have in order to take part in the school's extra-curricular activities (e.g. sports, contests, etc.)?

29. Can students attend summer school to make up credits? Take electives for extra credit?

30. What can a student do if they are in the 11th grade and they are falling behind in the number of credits they need to have in order to graduate?

31. When must students who plan to attend college have to think about the college they want to attend? Where is information on colleges available?

32. How many credits of math are required to graduate?

33. Are the credits gained from consumer math and Geometry equal when it comes to counting required math classes?

34. Are English classes the same as taking Language Art classes?

35. Name three vocational education classes.

36. Can a student work part-time while in high school and still earn enough credits to graduate?

37. What is meant by the term "performing arts"? Give an example.

38. Who is the principal of the high school?

39. How many foreign languages are offered at the high school? How many years of a foreign language, Spanish for example, can you take? How many credits in Language Arts would you have from Spanish if you took Spanish all four years?

40. What do you think is the question about the high school curriculum that is asked the most of school counselors?

FOURTH SESSION

Purposes and Objectives

1. To recognize the need to assume personal responsibility.
2. To identify the high school curriculum around which an educational plan can be developed.

Materials Needed

1. Handout: Unfinished Sentences
2. Guide: Pathways
3. Transparency: Student Profiles
4. Transparency: Sample Four-year Plan

Activity One

*** Who Is Responsible? ***

Students should be seated in their semi-circled teams. Ask each student to complete the following unfinished sentences. Read them aloud. Encourage students to write what first comes to mind, rather than worry about a best answer.

I was proud of myself when....
A time that I was especially happy was....
One responsibility I have at home is....
When things are difficult, I....
A time when I should have done something, but didn't was....
A very influential person in my life is....

Next, have the starters move their chairs so as to close their teams. Give all the teams two go-around tasks. First, each person tells about the first unfinished sentence (I was proud of myself when...) ....In a second go-around, each person picks another sentence of his or her own choice and tells about it. If time permits, team members share more sentences or ask questions of each other.

After teams have finished the go-arounds, tell the starters to move their chairs again and reform the semi-circles. Lead a discussion along the following lines:

1. What were some of your thoughts and feelings about this exercise?
2. What general ideas did you hear?
3. Do people have choices?
4. Who is responsible for what happened?
5. What does "being responsible" mean?

Rhetorically speaking, you might ask: "Who is responsible for what happens to you?...Who is to blame when things don't go well?...Who is responsible for planning your high school education?...Who is responsible for what you get out of high school and the special meaning it will have for you?"

Then say,

"THERE ARE ALWAYS CHOICES, EVEN WHEN NONE SEEM TO BE THERE....YOU CHOOSE THE WAY IN WHICH YOU RESPOND TO SITUATIONS, EVEN DIFFICULT ONES. YOU DETERMINE THE WAY YOU ACT, EVEN WHEN YOU ARE REQUIRED TO DO SOMETHING...IT'S YOUR CHOICE....IN ADDITION, THERE ARE ALWAYS CONSEQUENCES THAT COME FROM YOUR ACTIONS--FOR BETTER OR FOR WORSE. YOU CAN LEARN FROM CONSEQUENCES, MAKE ADJUSTMENTS IF NEEDED, AND PLAN FOR SOME NEXT STEPS."

Activity Two

*** The High School Curriculum ***

Using the planning guide, curriculum information, and a sample four-year plan, outline and discuss the high school curricula areas. Draw attention to the required courses in the first area (English). Emphasize how these are related to required credits and how credits are related to graduation. Do this with each major area, using a transparency to help explain the sequences for social studies, science, and math.

Then, describe how elective courses are also available and how these also lead to credits.

This might be a good place to use the sample student profiles, such as the Case of Deborah. Use specific examples to illustrate ideas, perhaps drawing upon your own experiences.

Closure

*** Processing and Summarizing ***

Answer any questions. Tell students where they can obtain more information about careers and their job interests.

"IF YOU ARE TO GAIN THE MOST OUT OF YOUR HIGH SCHOOL EDUCATION, YOU WILL NEED TO BE FAMILIAR WITH THE HIGH SCHOOL CURRICULUM AND THE CHOICES THAT YOU HAVE....IT IS ALSO A GOOD TIME TO EVALUATE YOUR PROGRESS, SET SOME GOALS, AND TAKE RESPONSIBILITY....TODAY YOU HEARD ABOUT SOME OF YOUR CHOICES AND SOME THINGS THAT YOU WILL NEED TO ACCOMPLISH IN ORDER TO GRADUATE FROM HIGH SCHOOL. IN A FEW DAYS, WE WILL BE PUTTING THIS INFORMATION TOGETHER AND EACH OF YOU WILL DEVELOP YOUR OWN FOUR-YEAR PLAN, USING A FORM LIKE THE SAMPLE ONE YOU SAW TODAY."

*** WHO IS RESPONSIBLE? ***
* *
UNFINISHED SENTENCES

****

Complete the following unfinished sentences. Don't worry over your response. Put what comes to mind at this time. You can always change your response later.

1. I was proud of myself when _____

_____

2. A time that I was especially happy was _____

_____

3. One responsibility I have at home is _____

_____

4. When things are difficult, I _____

_____

5. A time when I should have done something, but didn't, was _____

_____

_____

6. A very influential person in my life is _____

_____

SAMPLES

SOCIAL STUDIES SEQUENCES

Grade			
9	Florida History	World Geog.	World History
10	World History	World History	Soc/Psy.
11	American History	American History	American History
12	Am. Govt./Econ.	Am.Govt./Econ.	Am.Govt./Econ.

SCIENCE SEQUENCES

Grade			
9	Gen. Sci.	Earth Science	Biology
10	Biology	Biology	Chemistry
11	Chemistry	Chemistry	Physics
12	Physics	Physics	Chemistry II

MATH SEQUENCES

Grade				
8	Alg. I	Pre-Alg.	---	---
9	Geom.	Alg. I	Pre-Alg.	Gen. Math I
10	Alg. II	Geom.	Alg. I	Gen Math II
11	Math Anal.	Alg. II	Geom.	Cons. Math
12	Calculus	Math Anal.	Alg. II	---

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
STUDENT FOUR-YEAR EDUCATIONAL PLAN
(Starting with the Class of 1987)

CLASS OF 1990 DATE MARCH 1986

Curricular Emphasis:
FL Academic Scholar* ( )
College Prep. ( ) General (X)
Vocational ( ) VPA ( ) ESE ( )

(Last name) DEBORAH (first) (mi)

Soc.Sec.No. 000-00-0000 Student No. _____ Career Interest(s) SALESPERSON

_____ (student signature) _____ (parent signature) _____ (advisor/counselor signature)

REQUIRED SUBJECT AREAS	GRADE 9	GRADE 10	GRADE 11	GRADE 12	CR.
LANGUAGE ARTS (4)	ENGLISH I (1)	ENGLISH II (1)	ENGLISH III (1)	ENGLISH IV (1)	4
MATH (3)	PRE-ALGEBRA (1)	ALGEBRA I (1)	GEOMETRY (1)		3
SCIENCE (3)	GEN. SCIENCE (1)	BIOLOGY (1)	CHEMISTRY (1)		3
SOC. STUDIES (3)	WORLD HISTORY (1)	PSYCHOLOGY (½) SOCIOLOGY (½)	AMER. HISTORY (1)	AM.GOVT./ECON (1)	4
PERSONAL FITNESS (½)	PER. FITNESS (¼)				
PHYSICAL EDUCATION (½)	PHY. EDUC. (¼)			BEG. TENNIS (½)	1
PRACTICAL ARTS (½)		BASIC BUS. MGNT. (½)		ADV. TENNIS (½)	1
PERFORMING ARTS (½)	COMP. ART I (½)				½
LIFE SKILLS (½)	LIFE SKILLS (½)			COMP. ART II+III (1)	1½
ELECTIVES (ADDITIONAL COURSES) (8½ to 12½)	SPANISH I (1)	SPANISH II (1) Bus. Law (½)	SPANISH III (1) Comp. Prog. (½) Comp. Prog. IWS (½)	SPANISH IV (1) Comp. Prog. Bus. II (½) Word Proc. (½)	(4) 1½ 1
SUMMER SCHOOL					
NIGHT SCHOOL					
S.L.E.P.					
TOTAL CREDITS (24)*	7	6	6	6	25

GRADUATION REQUIREMENTS: Mark box with an (X) for a completion of one credit and (/) for ½ credit.

Lang. Arts	1	2	3	4				
Math	1	2	3					
Science	1	2	3					
Soc.Stu.	1	2	3					
Pers.Fitness	½							
P.E.	½							
Prac.Arts	½							
Life Skills	½							
Electives	1	2	3	4	5	6	7	8
Fine Arts	½							

24 CREDITS + SSAT I & II and GPA 1.5

SC Lang.Arts Prof.Level Passed _____
SSAT I Comm.....Mastered/Remed. _____
Math.....Mastered/Remed. _____
SSAT II Comm.....Passed _____
Math.....Passed _____

*I am interested in being a Florida Academic Scholar and understand that I must earn 26 credits in designated courses and meet specified State requirements.

_____ (student signature) _____ (date)

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RETENTION:OSA PLEASE PRINT AND USE PENCIL 008-85-GUI EFF 3/7

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
STUDENT FOUR-YEAR EDUCATIONAL PLAN
(Starting with the Class of 1987)

CLASS OF _____ DATE _____

Curricular Emphasis:
FL Academic Scholar* ( )
College Prep. ( ) General ( )
Vocational ( ) VPA ( ) ESE ( )

(last name) (first) (mi)

Soc.Sec.No. ___ - ___ - ____ Student No. _____ Career Interest(s) _____

(student signature) (parent signature) (advisor/counselor signature)

REQUIRED SUBJECT AREAS	GRADE 9	GRADE 10	GRADE 11	GRADE 12	CR.
LANGUAGE ARTS (4)					
MATH (3)					
SCIENCE (3)					
SOC. STUDIES (3)					
PERSONAL FITNESS (½)					
PHYSICAL EDUCATION (½)					
PRACTICAL ARTS (½)					
PERFORMING ARTS (½)					
LIFE SKILLS (½)					
ELECTIVES (ADDITIONAL COURSES) (8½ to 12½)					
SUMMER SCHOOL					
NIGHT SCHOOL					
S.L.E.P.					
TOTAL CREDITS (24)*					

GRADUATION REQUIREMENTS: 24 CREDITS + SSAT I & II and GPA 1.5

Mark box with an (X) for a completion of one credit and (/) for ½ credit.

Lang. Arts	1 2 3 4	
Math	1 2 3	
Science	1 2 3	
Soc.Stu.	1 2 3	
Pers.Fitness		½
P.E.		½
Prac.Arts		½
Life Skills		½
Electives	1 2 3 4 5 6 7 8	½
Fine Arts		½

SC Lang.Arts Prof.Level Passed _____
SSAT I Comm.....Mastered/Remed. _____
Math.....Mastered/Remed. _____
SSAT II Comm.....Passed _____
Math.....Passed _____

*I am interested in being a Florida Academic Scholar and understand that I must earn 26 credits in designated courses and meet specified State requirements.

(student signature) (date)

The above requirements are the minimum requirements for graduation from Sarasota County Schools. It is the responsibility of students to check with the college of their choice for specific admission requirements.
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FIFTH SESSION

Purpose and Objectives

1. To become more aware of available guidance services.
2. To recognize how the first year of a plan is related to choices in the following years.

Materials Needed

1. Handout: Slips of Paper (Activity I)
2. Guide: Dear Counselor Letters
3. Handout: Autobiographical Timeline

Introduction

*** Preparing for Activities ***

Begin by saying,

"IN OUR LAST SESSION WE LOOKED CLOSELY AT HIGH SCHOOL GRADUATION REQUIREMENTS AND SOME OF THE TERMS OR WORDS THAT ARE USED TO TALK ABOUT FOUR-YEAR EDUCATIONAL PLANS....WE ALSO TOOK TIME TO REMIND OURSELVES THAT EACH OF US ARE RESPONSIBLE FOR OUR OWN PLANS AND WORKING ON THEM....THIS WEEK YOU ARE GOING TO MAKE SOME TENTATIVE DECISIONS ABOUT HIGH SCHOOL AND WRITE YOUR FOUR-YEAR PLAN....THE PLAN WILL BE YOUR GUIDE....IT CAN GIVE YOU DIRECTION AND HELP YOU PLAN AHEAD....IT CAN ALSO BE CHANGED LATER, IF IT SEEMS APPROPRIATE."

"FIRST, LET'S THINK ABOUT THE KIND OF COUNSELING AND GUIDANCE SERVICES THAT ARE AVAILABLE TO YOU. EVERYONE CAN BENEFIT FROM GOOD GUIDANCE AND COUNSELING."

Activity One

*** Guidance Services ***

Move the class into semi-circled teams for discussion....Then say,

"EVERY SCHOOL HAS A GUIDANCE PROGRAM....THERE ARE MANY AVAILABLE RESOURCES THAT CAN HELP YOU THINK MORE ABOUT YOUR EDUCATION, YOUR JOB INTERESTS AND SKILLS, YOUR CAREER GOALS, AND YOUR PERSONAL AND SOCIAL GROWTH....FIRST, TEACHERS CAN PROVIDE YOU WITH VALUABLE INFORMATION AND EXPERIENCES. THEY ARE THE HEART OF OUR GUIDANCE PROGRAMS AND CAN BE OF GREAT ASSISTANCE TO YOU....IN ADDITION, THERE ARE GUIDANCE SPECIALISTS, SUCH AS SCHOOL COUNSELORS, WHO ARE ALSO AVAILABLE TO HELP YOU THINK ABOUT YOUR IDEAS, INTERESTS, PLANS, AND SPECIAL NEEDS OR PROBLEMS. THEY WORK WITH OTHERS SUCH AS OCCUPATIONAL SPECIALISTS, SCHOOL PSYCHOLOGISTS, SOCIAL WORKERS, SPECIAL EDUCATION TEACHERS, AND VOLUNTEER HELPERS....ALL OF THESE PEOPLE ARE EMPLOYED TO HELP YOU GET THE BEST EDUCATION POSSIBLE."

Explain how counselors are assigned to students in the high schools, where the guidance offices are located, and what students might expect to find there....Emphasize the counseling services available to students. Describe some developmental experiences that are planned for them, as well as career information and guidance. Use slides or videotapes, if possible....Then say,

"ON OCCASION STUDENTS MAY HAVE PROBLEMS THAT GET IN THE WAY OF THEIR LEARNING EFFECTIVELY AND EFFICIENTLY. IN MANY CASES, HIGH SCHOOL COUNSELORS...AND OTHERS...CAN BE OF GREAT HELP."

Next, pass out small slips of paper. Then say,

"THINK OF A PROBLEM OR SITUATION, PERHAPS A QUESTION, THAT YOU MIGHT TALK TO A COUNSELOR ABOUT: OR, THINK OF A PROBLEM THAT ANOTHER STUDENT IS HAVING. (PAUSE)....WRITE THE PROBLEM OR SITUATION DOWN ON THE SMALL PIECE OF PAPER: DO NOT WRITE YOUR NAME."

Collect the papers and read a few aloud, so that students can hear the kinds of concerns that students their age have. For quick and easy reference, you may want to prepare some representative samples on slips of paper ahead of time and make use of them (see Dear Counselor Letters). Edit where necessary to protect identities, as you read some aloud...Now say,

"THERE ARE SCHOOL GUIDANCE PROGRAMS AND SERVICES, AND COUNSELORS AND OTHER SPECIALISTS, WHO CAN HELP STUDENTS THINK ABOUT THESE AND OTHER PROBLEMS OR SITUATIONS....SOMETIMES ANSWERS COME QUICKLY AND AT OTHER TIMES THERE ARE NO EASY SOLUTIONS....HOWEVER, AS WE LEARNED IN OUR SECOND SESSION, HAVING SOME EXTRA INFORMATION OR HAVING THE OPPORTUNITY TO THINK SOMETHING THROUGH CAN PROVE VALUABLE IN SOLVING PROBLEMS AND MAKING PLANS."

Activity Two

*** The Autobiography ***

While teams are still in semi-circles, pass out the Autobiographical Timeline. It is divided into five sections: preschool, elementary, middle school, high school, and future. Give the following instructions:

"THIS TIMELINE CAN HELP YOU THINK ABOUT IMPORTANT EVENTS IN YOUR LIFE, EVENTS THAT HAVE HAD BIG INFLUENCES ON YOU. THERE ARE FIVE SECTIONS. BEGIN WITH PRESCHOOL. THINK OF TWO SIGNIFICANT EVENTS THAT HAPPENED TO YOU DURING THAT TIME. PUT TWO LITTLE PICTURES OR SYMBOLS IN THAT SECTION TO REPRESENT THOSE EVENTS. THE PICTURES OR SYMBOLS NEED ONLY HAVE MEANING FOR YOU (Pause)....NEXT, THINK OF TWO SIGNIFICANT EVENTS THAT HAPPENED TO YOU DURING YOUR ELEMENTARY SCHOOL YEARS AND PUT SYMBOLS OR PICTURES ON THE LINE TO SHOW THOSE EVENTS (Pause)....OK, NOW THINK OF TWO MORE EVENTS, TWO THAT HAVE HAPPENED SINCE YOU WERE IN MIDDLE SCHOOL (Pause)....ALL RIGHT, NEXT THINK OF TWO EVENTS THAT YOU HOPE WILL HAPPEN TO YOU WHEN YOU GET INTO HIGH SCHOOL AND PUT SYMBOLS FOR THOSE (Pause)....FINALLY WHAT OF THE FUTURE? WHAT TWO EVENTS DO YOU HOPE WILL

HAPPEN TO YOU SOMEDAY AFTER YOU GRADUATE FROM HIGH SCHOOL? SHOW THOSE ON THE TIMELINE (Pause)...."

Tell the starters to close their groups and begin a go-around by telling of any two events, either past or future, that are on their timelines. After everyone has had a turn, group members can share other events or ask questions until all teams have finished or time is ended.

Continue by saying,

"WHAT IS A BIOGRAPHY? WHAT IS AN AUTOBIOGRAPHY? HOW ARE THEY DIFFERENT?....THAT'S RIGHT, A BIOGRAPHER WRITES ABOUT SOMEONE ELSE AND THE BOOK IS CALLED A BIOGRAPHY. IF SOMEONE WERE TO WRITE ABOUT YOUR LIFE STORY, IT WOULD BE CALLED A BIOGRAPHY. HOWEVER, IF YOU WERE TO WRITE YOUR OWN STORY--YOUR AUTOBIOGRAPHY--THEN THE STORY WOULD BE TOLD FROM YOUR POINT OF VIEW. THE TIMELINE YOU DID TODAY IS LIKE AN AUTOBIOGRAPHY....IT IS YOUR OWN INTERPRETATION OF EVENTS AS SEEN FROM YOUR EYES....DO YOU THINK YOUR PARENTS MIGHT HAVE PUT THE SAME OR DIFFERENT EVENTS ON YOUR TIMELINE?....WOULD THEY HAVE USED THE SAME PICTURES OR SYMBOLS? (Pause)....WHAT IF YOUR FRIENDS HAD BEEN ASKED TO RECORD EVENTS AND SYMBOLS ABOUT YOUR LIFE?..."

"IN A SENSE, YOU ARE MAKING PLANS NOW TO WRITE ANOTHER CHAPTER IN YOUR LIFE--YOUR HIGH SCHOOL EDUCATION....YOUR LIFE IS LIKE A GOOD BOOK....IT HAS MANY INTERESTING CHAPTERS....HOW DO YOU WANT THE NEXT CHAPTER IN YOUR LIFE TO READ?....CHAPTERS IN BOOKS ARE RELATED TO ONE ANOTHER AND THEY SELDOM SKIP AROUND. EVEN IF A BOOK DESCRIBES HOW A YOUNG PERSON BECOMES VERY DIFFERENT IN LATER LIFE, STILL THE STORY PARTS OF A PERSON'S LIFE ARE WOVEN CLOSELY TOGETHER....YOU HAVE AN EXCELLENT OPPORTUNITY TO PLAN FOR SOME IMPORTANT EVENTS IN YOUR NEXT CHAPTER, SOME THAT COULD SIGNIFICANTLY INFLUENCE YOUR FUTURE. REMEMBER, CAREFUL PLANNING AND RESPONSIBLE DECISION-MAKING CAN MAKE A CHAPTER IN YOUR LIFE READ MORE LIKE YOU WANT IT TO."

DEAR COUNSELOR LETTERS

****

Dear Counselor:

Every time I get ready to study my family plays the TV too loud and no matter where I go in the house I can still hear it. What should I do?

Dear Counselor:

I want to study for tests, but my friends don't. They make fun of people who get good grades on tests. I don't want to lose my friends. What should I do?

Dear Counselor:

I study real hard and go over and over everything before a test. When I get the test, I get very nervous. I can't remember what I studied. What can I do?

Dear Counselor:

I worry that I am going to fail. Sometimes I think about looking at someone else's paper, especially on tests. I know this is wrong. What should I do?

Dear Counselor:

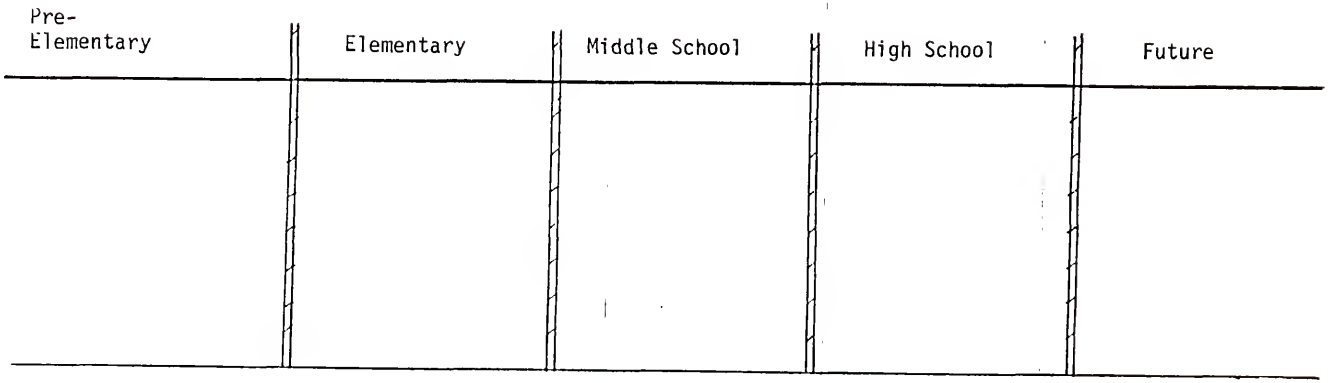
I used to try hard on tests, but I didn't do very well. Now I hate studying for tests. What can I do?

- AUTOBIOGRAPHICAL -

TIMELINE

Using the line below, put a picture or little symbol for important events at the different stages of your life.

****



SIXTH SESSION

Purpose and Objectives

1. To outline a four-year plan for grades 9-12.

Materials Needed

1. Form: Four-Year Educational Plan

Activity One

*** Making a Four-Year Plan ***

Have the starters move again to form semi-circled teams. Now say,

"IT IS TIME TO PUT SOME OF YOUR PLANS ON PAPER. WRITING THEM ON PAPER GIVES YOU A VISUAL PICTURE AND IS SOMETHING FROM WHICH YOU CAN WORK...PLEASE REMEMBER, THIS IS A WORKING PLAN AND IT CAN BE CHANGED AS NEEDED OR WHEN APPROPRIATE....IT WILL ACT AS A GUIDE TO GIVE YOU DIRECTION."

Using transparencies and appropriate profiles, start with required courses and coach students through the plan.

"LET'S BEGIN BY AGAIN TAKING NOTE OF THE REQUIRED CLASSES AT EACH GRADE LEVEL....LOOK AT YOUR SCHEDULE FORM. THE FIRST AREA IS ENGLISH. ENGLISH IS REQUIRED ALL FOUR YEARS IN SCHOOL. SO, START YOUR PLAN BY WRITING THE WORD ENGLISH ON THE FIRST LINE OF EACH SCHOOL YEAR (use a transparency so that students can follow along)...THERE ARE DIFFERENT LEVELS FOR THESE CLASSES. BASED UPON YOUR EXPERIENCE AND ACHIEVEMENT, YOU WILL BE PLACED IN THE CLASS THAT SEEMS BEST FOR YOU AT THIS TIME....IF YOUR RECORD ALREADY SHOWS THAT YOU HAVE HIGH INTEREST IN THE SUBJECT, HAVE LEARNED ESSENTIAL SKILLS, AND HAVE OBTAINED HIGH GRADES, THEN YOU WILL LIKELY BE AT A DIFFERENT LEVEL THAN OTHERS WHO MAY HAVE LESS INTEREST, SKILL, OR PAST ACHIEVEMENT....BASED UPON YOUR SELF-EVALUATION IN THESE AREAS AND YOUR PERFORMANCE IN THAT SUBJECT AREA, AT WHAT LEVEL DO YOU PLAN TO TAKE THE CLASSES?"

Use overhead transparencies to illustrate the academic levels. Show how some courses--math, science and social studies--have a required sequence of courses. Give examples or use profiles....

Continue with each of the major subject areas. Encouraging students to write the names of the subjects in the respective spaces.

Then, direct student attention to the electives. You might say,

NOW, LET'S LOOK AT THE ELECTIVES. YOU WILL RECALL THAT IN OUR FOURTH SESSION YOU WERE ASKED TO THINK OF YOUR FIRST, SECOND, AND THIRD CHOICES. DRAWING UPON THE ELECTIVES THAT ARE CURRENTLY AVAILABLE TO YOU, PUT DOWN YOUR CHOICE OF ELECTIVES IN THE ORDER YOU PREFER THEM (1st, 2nd, 3rd)."

"WHAT ARE YOUR PLANS UPON GRADUATION FROM HIGH SCHOOL?....DO YOU: 1) PLAN TO GET A JOB IMMEDIATELY UPON GRADUATION FROM HIGH SCHOOL? 2) GO INTO THE MILITARY SERVICE? 3) GO TO A TECHNICAL OR COMMUNITY COLLEGE? 4) GO TO COLLEGE? OR, 5) ARE YOU UNSURE? ARE YOU THINKING OF SOME ALTERNATIVES AND OPTIONS?....DOES YOUR FOUR-YEAR PLAN POINT TO YOUR FUTURE PLAN?"

Help students complete whatever is needed to finish their four-year plans. Move about the room, answer questions or give directions to those who need help. Peer facilitators may also prove helpful at this time.

Closure

*** Processing and Summarizing ***

"THIS IS A GOOD TIME TO TAKE CHARGE OF WHAT YOU WANT TO GET OUT OF YOUR HIGH SCHOOL EDUCATION. IT BEGINS WITH PLANNING. IN OUR NEXT SESSION ON _____ YOU CAN USE YOUR PLAN TO REGISTER FOR YOUR 9TH GRADE CLASSES."

Have the students separate the two pages of the four-year plan and leave a copy with you.

Assignment

*** Making Plans ***

Encourage students to discuss their four-year plans with their parents or other close relatives. Tell them to bring the plan, signed by their parents, to the next session.

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
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CLASS OF _____ DATE _____

Curricular Emphasis:
FL Academic Scholar* ( )
College Prep. ( ) General ( )
Vocational ( ) VPA ( ) ESE ( )

(last name) (first) (mi)

Soc.Sec.No. ___ - ___ - ____ Student No. _____ Career Interest(s) _____

(student signature) (parent signature) (advisor/counselor signature)

REQUIRED SUBJECT AREAS	GRADE 9	GRADE 10	GRADE 11	GRADE 12	CR.
LANGUAGE ARTS (4)					
MATH (3)					
SCIENCE (3)					
SOC. STUDIES (3)					
PERSONAL FITNESS (½)					
PHYSICAL EDUCATION (½)					
PRACTICAL ARTS (½)					
PERFORMING ARTS (½)					
LIFE SKILLS (½)					
ELECTIVES (ADDITIONAL COURSES) (8½ to 12½)					
SUMMER SCHOOL					
NIGHT SCHOOL					
S.L.E.P.					
TOTAL CREDITS (24)*					

GRADUATION REQUIREMENTS: 24 CREDITS + SSAT I & II and GPA 1.5

Mark box with an (X) for a completion of one credit and (/) for ½ credit.

Lang. Arts	1 2 3 4	
Math	1 2 3	
Science	1 2 3	
Soc.Stu.	1 2 3	
Pers.Fitness		½
P.E.		½
Prac.Arts		½
Life Skills		½
Electives	1 2 3 4 5 6 7 8	½
Fine Arts		½

SC Lang.Arts Prof.Level Passed _____
SSAT I Comm.....Mastered/Remed. _____
Math.....Mastered/Remed. _____
SSAT II Comm.....Passed _____
Math.....Passed _____

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(student signature) (date)

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RETENTION:OSA PLEASE PRINT AND USE PENCIL 008-85-GUI EFF 3/7

SEVENTH SESSION

Purpose and Objectives

1. To make tentative class choices for the 9th grade.
2. To complete the sample forms for scheduling.

Materials Needed

1. Form: 9th Grade Registration Form
2. Copies: Students' Educational Plans

Introduction

*** Making Choices ***

"OUR GOAL TODAY IS TO COMPLETE THE REGISTRATION FORMS THAT WILL HELP US SCHEDULE YOU FOR YOUR 9TH GRADE CLASSES."

Move the class into semi-circled teams. Pass out the 9th grade registration materials and forms.

Activity One

*** Registering for 9th Grade ***

Using overhead transparencies, show the students how to complete their forms, coaching them along in steps. If peer facilitators are available, have them assist students individually, in small groups, or at a station.

Activity Two

If time is available, review vocabulary from session three using handouts on Testing and Glossary.

SAMPLE ONLY

HIGH SCHOOL
NINTH GRADE REGISTRATION SHEET

Student Name (print) _____
last first mi

Date _____ Telepnone number _____

Parent signature _____

I. Required Courses (4 or 5 credits)

Office Use Only	Course Title	Cr.
	English 1	1.0
	(Math)	1.0
	(Science)	1.0

Office Use Only	Course Title	Cr.
	Personal Fitness Physical Education	.50 .50
	World History *See Note	1.0

II. Elective Courses
Venice and Booker High Schools (1 or 2 credits)
Sarasota and Riverview High Schools (2 or 3 credits)

Office Use Only	Rank Order	Course Title	Cr.
	1		
	2		
	3		

Office Use Only	Rank Order	Course Title	Cr.
	4		
	5		
	6		

( ) Check this box if you want to have seven (7) period classes next school year.

*NOTE: Venice and Booker High Schools require World History in ninth grade.
Sarasota and Riverview High Schools require World History in tenth grade.

EIGHTH SESSION

Purpose and Objectives

1. To recognize that plans can be revised.

Materials Needed

1. Handout: Pieces of paper

Activity One

*** Looking Ahead ***

Ask the starters to close their groups. Tell the students to number a piece of paper from 1 to 6. Have them respond to the following by using a little picture or symbol to represent their thoughts or feelings.

1. The part you liked best about our sessions.
2. The part you liked least.
3. One thing you learned or re-learned about yourself.
4. One thing you look forward to about going to high school.
5. One thing about high school that concerns or worries you.
6. One positive thing about yourself that will help you when in high school.

Using a go-around procedure, the starter begins by sharing one of these items. After everyone has shared at least one item, questions or comments might be made by team members. Then, a second go-around is started. Again, questions and comments might be made at the end of the round. Then, a third and fourth go-around may take place, as time permits. Some groups may be able to share all items.

During this time, those students who have had a difficult time in making choices for the 9th grade or completing their educational plan, or who have special concerns, might be pulled from their teams and given attention. For example, during the go-around tasks teachers or peer facilitators could work individually with some students in one corner of the room.

Give the teams a five-minute and then a one-minute time signal before ending the activity. Then call time and have the starters move their chairs to re-form the semi-circles.

Ask the class how they felt about doing the go-around activity.

Activity Two

*** Wrap Up ***

Use this last time period to answer any questions or give any final directions. Remind the class what the sessions were trying to accomplish. Then say,

"WHILE ALL OF YOU HOPE THAT YOUR FOUR-YEAR EDUCATIONAL PLAN AND NEXT YEAR'S SCHEDULE WILL WORK OUT AS PLANNED, WHAT ARE SOME THINGS THAT COULD HAPPEN WHICH MIGHT FORCE SOME CHANGES IN FOUR-YEAR PLANS?....HOW DOES ONE GO ABOUT MAKING CHANGES, IF NEEDED?"

After some discussion,

"IF YOU CHANGE YOUR PLANS, THINK OF THE CONSEQUENCES....THINK OF WHAT YOUR RESPONSIBILITIES ARE...AND HOW YOU MIGHT GO ABOUT DEVELOPING A NEW PLAN....AND, OF COURSE, THE NEXT IMPORTANT STEPS THAT NEED TO BE TAKEN."

Closure

*** Processing and Summarizing ***

Answer any questions. Then, you might say something like the following:

"OUR SESSIONS ARE NOW OVER...."

Elicit feedback and comments from the class. Give positive feedback to the class.

Assignment

*** Starting Now ***

"THINK ABOUT WHAT THESE SESSIONS HAVE MEANT TO YOU. IDENTIFY ONE THING YOU WANT TO IMPROVE UPON, SOMETHING WHICH WILL MAKE HIGH SCHOOL A FUN AND PRODUCTIVE EXPERIENCE....WHAT IS THE FIRST THING YOU MUST DO?...START NOW!...AND...GOOD LUCK!"

APPENDIX B
EDUCATIONAL PLANNING INVENTORY OF KNOWLEDGE

Student Name _____

EDUCATIONAL PLANNING INVENTORY OF KNOWLEDGE

DIRECTIONS: Read the following statements. Choose the answer you think best fits from the choices below.

A. 4
B. 8 1/2
C. 15 1/2
D. 20
E. 24

_____ 1. The number of elective courses a student must pass that are counted towards graduation.

_____ 2. The number of required courses a student must pass that are counted towards graduation.

_____ 3. The total number of course credits a student must pass to meet the Florida graduation requirements.

DIRECTIONS: Read the following statements. Choose the answer you think best fits from the choices below.

A. Certificate of Completion
B. Diploma
C. Florida Academic Scholars
D. GED
E. not sure

_____ 4. An official document which will be awarded to the student when he/she has successfully completed the graduation requirements as established for the School District Progression Plan and has met the current state requirements.

_____ 5. A national test that permits a student to receive the equivalent of a high school diploma upon successfully passing an examination.

_____ 6. A program designed to recognize and award outstanding performance and academic achievement.

_____ 7. An official document awarded to students who have met the course requirements for the standard diploma, but have not met the minimum standards on the State Student Assessment Test.

DIRECTIONS: Read the following statements. Choose the answer you think best fits from the choices below.

A. Academic Courses
B. Electives
C. Prerequisite
D. Required Courses
E. not sure

_____ 8. A course which the student chooses to study beyond the required ones counted towards graduation.

_____ 9. Courses designed to provide specific knowledge of subject areas.

_____ 10. Specific courses which must be taken and passed to meet state and county requirements for graduation.

_____ 11. A course which must be satisfied before a more advanced sequential or related course may be taken.

DIRECTIONS: Read the following statements. Choose the answer you think best fits from the choices below.

A. Advanced Placement
B. Early Admission
C. SLEP
D. SSAT
E. not sure

_____ 12. An examination program available to high school students that enables them to earn course credit by passing subject exams.

_____ 13. College-level courses taught as part of the high school curriculum. Examinations are offered to determine the awarding of college credit.

_____ 14. A two-part test that measures students' competencies in basic skills and functional literacy.

_____ 15. A procedure which allows a high school student to enroll in college prior to the completion of the required credits for graduation.

APPENDIX C
MYRICK CLASSROOM BEHAVIOR CHECKLIST

Teacher Name _____ Student Name _____

MYRICK CLASSROOM BEHAVIOR CHECKLIST

BEHAVIOR IN SCHOOL:	Very Often	Often	Some-times	Seldom	Very Seldom
1. Starts school work as soon as assigned.	____	____	____	____	____
2. Works hard on school assignments.	____	____	____	____	____
3. Finishes assignments on time.	____	____	____	____	____
4. Has materials ready to work.	____	____	____	____	____
5. Accepts helpful corrections and suggestions.	____	____	____	____	____

APPENDIX D
STUDENT EVALUATION

Student Name _____

STUDENT EVALUATION

DIRECTIONS: Read the following statements. Indicate how much you agree or disagree with a statement by indicating either strongly disagree (SD), disagree (D), uncertain (U), agree (A), or strongly agree (SA). Circle your response for each statement. Thank you.

1.	Changing times and events will likely affect the world of work and the job I may have someday.	SD	D	U	A	SA
2.	I have a job goal in mind.	SD	D	U	A	SA
3.	There is much value in planning ahead.	SD	D	U	A	SA
4.	I feel responsible for planning my high school education.	SD	D	U	A	SA
5.	I know how my high school education is related to my plans after graduation from high school.	SD	D	U	A	SA
6.	I have an understanding of what will be expected of me in high school.	SD	D	U	A	SA
7.	I know what high school guidance and counseling services are available.	SD	D	U	A	SA
8.	I have talked with my parents about my educational plans.	SD	D	U	A	SA
9.	I feel confident about going to high school.	SD	D	U	A	SA

APPENDIX E
STUDENT EVALUATION, POSTTEST ITEMS ONLY

*** POSTTEST ITEMS ONLY ***

10.	The educational planning unit helped me think about my high school plans.	SD	D	U	A	SA
11.	The educational planning unit helped me think more about my responsibilities.	SD	D	U	A	SA
12.	I found the educational planning unit helpful.	SD	D	U	A	SA
13.	I would recommend the educational planning unit to other students.	SD	D	U	A	SA
14.	The educational planning unit helped me learn more about planning.	SD	D	U	A	SA

15. What did you like best about the unit or sessions?

16. What did you like least about the unit or sessions?

17. If you were to make one change in the unit or sessions, what would it be?

18. What are your plans after graduation from high school?

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Marilyn Mishkin Highland was born on February 24, 1951, in Staten Island, New York. She graduated from West Hill High School, Montreal, Canada, in 1968. She graduated from the University of Florida in 1972 with a Bachelor of Arts degree. She began graduate studies at the University of Florida Department of Counselor Education. She received her Master of Education and Specialist in Education degrees in August, 1974.

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

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